

CAUT Canadian Association of University Teachers Bulletin ACPU L'Association canadienne des professeurs d'université

September 1976
septembre 1976

Volume 24, Number 7
Tome 24, Numéro 7

Federal-Provincial Governments Hold Talks to Determine Future of Cost-shared Programs

by Carolyn Masleck

The current two-year extension of the Fiscal Arrangements Act, by which Ottawa will pay \$1.5 billion in 1976-77 in operating grants to the provinces for higher education, will run out in March 1977. Over the past few months the provinces and the federal government have held a series of conferences to determine how future costs of higher education will be shared.

At a June 16-17 meeting in Ottawa of first ministers Prime Minister Pierre Trudeau told the premiers that Ottawa would like to replace the current system, by which the federal government matches provincial spending on higher education on a dollar for dollar basis, with a system through which the federal government would transfer certain taxing powers to the provinces in conjunction with per capita grants escalating at the same rate as the GNP.

The Prime Minister also proposed the establishment of a permanent forum of federal and provincial cabinet ministers to meet regularly to discuss "common objectives" for higher education. Three major areas proposed for discussion in such a forum were: better guarantees of access to higher education, improved programs to promote bilingualism, and more emphasis on courses in Canadian studies.

The reaction of the provincial premiers was mixed, particularly in light of the Prime Minister's refusal, in June, to spell out in dollar terms what the proposed changes would mean. The premiers from B.C., Alberta and Ontario were favourable to the idea of increased taxing powers, but wanted federal guarantees of revenue. Nova Scotia Premier Gerald Regan strongly objected to the government's proposals, and expressed

the fears of other have-not provinces that the changes would ultimately benefit the richer provinces while diminishing the capacity of the poorer ones to provide national standards of service.

Reservations over Ottawa's proposal for an education-issues forum were expressed by Ontario Premier William Davis, who said he wanted to make it clear that education is constitutionally a provincial area of responsibility, and Ottawa should not seek any active role in determining how or where funds are directed.

The concrete terms of what Ottawa is offering the provinces were laid out at a meeting of federal and provincial finance ministers in Ottawa on July 6th. Finance Minister Donald Macdonald offered three options to the current program.

Under the first option, the federal contribution would be two-thirds cash, the other third by a transfer of 7.5 per cent points of personal income tax and one point of federal corporation income tax. The second option would be half the contribution in cash, the other half made up of 7.5 per cent points of personal income tax, one point of corporation income tax and the yield of all the federal excise taxes on alcohol. The third method would involve half cash contribution, the other half as 8 points of personal income tax, one point of corporation income tax and half the yield of the federal excise taxes on both alcohol and tobacco.

A fourth option, which the federal government offered only by way of comparison, would have involved a direct cash grant of \$5.2 billion in 1976-77, with the amount increasing yearly to a maximum of \$13.3 billion by 1986-87.

Ontario responded with a counter proposal which it termed a "clean opting-out", by which the federal government would pull out entirely from financing of post-secondary education, medicare and hospital insurance and transfer to the provinces 20 per cent of all personal income tax collected by Ottawa. The federal government would supplement the tax points in eight provinces to make them yield the same as in Ontario and B.C.

The Ontario proposal received support from Quebec, Alberta, Manitoba and British Columbia, but was opposed by Saskatchewan and the Atlantic provinces whose finance ministers feared it was just one more formula by which the poorer provinces would suffer.

There was no firm response from Finance Minister MacDonald, who commented that the Ontario proposal would probably not prove advantageous to the have-not provinces. He said the federal government felt the best option was a mix of cash payment and tax point transfer.

In response to criticism from Ontario and New Brunswick on the use of the GNP as the escalation factor for federal grants, Mr. Macdonald said the GNP had to be used to keep the increases in line. Otherwise, he said, health and education programs would press out other demands for service.

Negotiations proceeding to a final decision are still under way. The provincial premiers met in Edmonton in late August to discuss cost-sharing and other federal-provincial concerns. Further meetings of the first ministers, the finance ministers and the education ministers are scheduled for September and early October.

Contents



Donald Savage, Jill Vickers and Carolyn Polowy listen to a member of the audience during CAUT Council's special session on financial exigency. Jack Ord was the other member of the panel. Remarks made by the three main speakers and the discussion which followed are reproduced, starting on page 16. Also published are CAUT and AAUP policies on termination of appointments for reasons of financial exigency; an appraisal of Carleton University's first collective agreement and different attitudes to tenure quotas.

CAUT Council Report

As the 1975-76 academic year drew to a close, CAUT representatives from across Canada met in Ottawa for the annual meeting. See pages 4 and 5.

News From Across the Country

The Maritimes, Ottawa, Ontario and the West... pages 6, 11, 12, 13.

Canadian Studies Abroad

Ian Drummond, on a year's appointment as visiting professor of Canadian studies at Edinburgh has a few observations on how not to go about setting up departments of Canadian Studies. See page 9.

Running Faster and Falling Behind

A comprehensive appraisal of faculty salary data by Mark Thompson of UBC. Page 28.

Moncton; Lakehead

Report on events leading up to CAUT censure of the Université de Moncton; charges of unfair dismissal at Lakehead upheld by the CAUT committee of inquiry. Pages 30, 35.

Report from the President, page 37. Report from the Chairman of the Academic Freedom and Tenure Committee, page 39 as well as other features; Book reviews, Letters, Vacancies.

Commentary a new column of opinion open to readers for comment on current concerns in Canadian higher education. on page 48.

Learn about the paper this is printed on.

For students

About Pulp and Paper—16 pages, ill.

A short history of paper, its origins, manufacture, and uses, and its place in Canadian life. Contains a map, a flow-chart, and photographs. Available in class-room sets of 40.

Is There a Place for You?—8 pages, ill.

A glimpse of career opportunities in the pulp and paper industry.

As teaching aids

The Forest Book—32 pages, colour ill.

How the forest grows, is harvested and regenerated, and the benefits derived therefrom.

From Watershed to Watermark—28 pages, colour ill.

A detailed account of the pulp and paper industry, and its importance to Canada. Contains chapters on products, manufacture, forest management, research, pollution abatement, and history.

Forest Facts—30 pages, ill.

Some questions concerning the forest are answered. Contains a map, some statistics, and drawings identifying several forest species.

Canadian Pulp and Paper Association

2300 Sun Life Building, Montreal, P.Q., H3B 2X9



NOTICE

Publications Questionnaire

The CAUT Publications Committee has drafted a questionnaire designed to elicit information about the views of CAUT Members in relation to the *Bulletin*. The questionnaire will appear in the October issue of the magazine. All interested persons are urged to respond to the questionnaire in order to assist the Publications Committee in formulating future policy.

AVIS

Questionnaire des publications

Le Comité des Publications de l'ACPU a rédigé un questionnaire visant à obtenir des renseignements concernant les sentiments des membres de l'ACPU au sujet du *Bulletin*. Le questionnaire paraîtra dans le numéro d'octobre de la revue. Toutes personnes intéressées sont priées de répondre au questionnaire afin d'aider au Comité des publications à formuler des lignes de conduites futures.

Drury Refuses More NRC Funds for this Year

by Carolyn Masleck

On June 16, a delegation composed of Donald C. Savage (CAUT), W. Harris (Chairman of the Committee of Chairmen of Departments of Chemistry in Canada), Jan Loubser (Social Science Research Council) and Walter Hirschfeld (Canadian Association of University Research Administrators) met with Science and Technology Minister C. M. Drury in an effort to secure additional funding for the National Research Council in this year's budget. It was the third meeting with Mr. Drury organized by the CAUT this spring.

Funding for the Medical Research Council was increased by \$2-million, following considerable pressure this spring from CAUT, the Canadian Federation of Biological Societies and the Society for Clinical Investigation.

Members of the delegation pointed out to Mr. Drury that from 1970 to 1976 figures from the Ministry of Science and Technology on NRC funding show a decrease in real dollars of 17 per cent, and a further decrease from this year to next of two per cent.

Mr. Drury told the delegation there was

no possibility that funding of the NRC for this budgetary year would be reconsidered. He said government policy over the past few years has been to maintain inhouse government research, develop research in industry, and allow inflation to erode university science and engineering research.

Mr. Drury added, however, that there would be no freeze on the funds for university scientific research in next year's estimates, but an increase of 8.2 per cent.

The delegates responded that, while any increase would be welcome, 8.2 per cent would not begin to rectify the underfunding of the past six or seven years.

Discussion at the meeting also focused on increased funding to the Canada Council, particularly in relation to social science research funding in which Mr. Drury's Ministry has taken an interest.

It was pointed out to Mr. Drury that the kind of research Manpower and Immigration Robert Andras has suggested is critical, the forecasting of highly-trained manpower needs, can not possibly be undertaken without adequate funding of the social sciences.



C.M. Drury

The delegation also made clear to Mr. Drury that they would not wish to see funding for science research built up through any decrease in the funding of humanities research. Although Mr. Drury's primary responsibility is for the National Research Council, the delegates noted that other areas of federal government concern such as Secretary of State Hugh Faulkner's emphasis on the need for defence and articulation of the Canadian identity, would naturally flow from humanities research in history, literature and the like.

UNIVERSITIES UNDER CAUT CENSURE

The following university administrations have been censured by the Council of the Canadian Association of University Teachers.

Simon Fraser University (May 1971)

(Under the third state of censure imposed on this university, the CAUT warns its members not to accept employment with the censored university. Page 69, CAUT Handbook) Also censured are:

Université du Québec à Montréal (November 1970)

University of Ottawa (May 1972)

Mount Allison University (November 1970)

University of Moncton (May 1976)

UNIVERSITÉS FRAPPÉES DE CENSURE PAR L'ACPU

Le Conseil de l'Association canadienne des professeurs d'université a frappé de censure les administrations des universités suivantes.

Université Simon Fraser (mai 1971)

(À la troisième étape de la censure prononcée contre cette université, L'ACPU avertit ses membres de ne pas accepter d'emploi auprès d'elle. Voir la page 71 du Guide de l'ACPU).

Université du Québec à Montréal (novembre 1970)

Université d'Ottawa (mai 1972)

Université Mount Allison (novembre 1970)

Université de Moncton (mai 1976)

CAUT Handbook on Lobbying

A Handbook on lobbying, designed to assist local executives in their relations with governments, will be produced during the next year. The first chapter - dealing with lobbying of local elected officials - will be available shortly and other chapters covering lobbying of the bureaucracy, government ministers, making effective use of the media, etc., will be prepared during the course of the year. Further information can be obtained from Jill Greenwell at CAUT, 66 Lisgar St., Ottawa, Ont. K2P 0C1.

Guide de l'ACPU au sujet de l'activité de lobbying

Un Guide sera publié cette année dans le but d'aider l'exécutif des associations locales lors de leurs activités de lobbying auprès des gouvernements. Sera bientôt disponible le premier chapitre, qui traite du lobbying auprès du député de son comté. Plus tard viendront des chapitres traitant du lobbying auprès des bureaucrates, des ministres, traitant de la bonne façon d'utiliser les media, etc. Pour de plus amples renseignements, contacter Jill Greenwell à l'ACPU, 66 rue Lisgar, Ottawa, Ontario K2P 0C1.

Council Votes to Censure Moncton, Approves Affiliation with FAPUQ

by Carolyn Masleck

Council voted to impose the first stage of censure on the Rector and Board of Governors of the University of Moncton because of the dismissal of Professor Firozul Islam from his tenured position as an associate professor of the department of Chemistry, despite the unanimous findings of a committee of inquiry constituted under the procedures of the University that the actions with which he was charged were not sufficiently serious to warrant dismissal.

The censure motion brought before Council by the Academic Freedom and Tenure Committee stated that the actions of the Rector and the University's Board of

Governors disregarded academic due process, rendered ineffective Moncton's own procedures and thus failed to provide adequate protection for academic freedom in the University. (*See full report and censure motion elsewhere in this issue*).

FAPUQ

Council unanimously passed a three-year agreement between CAUT and FAPUQ, (Fédération des Associations de Professeurs d'Université du Québec) formally affiliating the provincial organization's nine institutions with CAUT. The accord takes effect September 1. The agreement recognizes the special role of FAPUQ within Quebec, its

responsibility for collective bargaining within that province and its representation of the point of view of a distinct community.

David Braybrooke, who acted as chief CAUT representative in negotiations with FAPUQ over the past year, told delegates that the accord would strengthen CAUT's position as a national organization in discussions with government officials and politicians.

The agreement specifies the establishment of a permanent liaison committee between CAUT and FAPUQ and a fee structure recognizing the unique cultural role of FAPUQ and the extra services provided by it to its member associations.

Canadianization

Council approved amendments to the Guidelines on Canadianization. The two major amendments were 1) that, for the purposes of the Guidelines, a person who is a landed immigrant on the date of his application for a university post, or a person on a Ministerial permit as a consequence of being a refugee or of being prohibited from applying for landed immigrant status, should be treated in the same category, as Canadian citizens and 2) that in the case of unicameral university governments, appointment committees should be struck at the faculty rather than at the university level and that, in any case, these committees should have a clear majority of full-time faculty members from the institution involved. The preamble to the Guidelines was referred back to the Board for discussion and to next year's Council meeting.

Librarians

Council adopted the Guidelines on Academic Status for University Librarians developed by a joint CAUT/CACUL (Canadian Association of College and University Librarians) committee. The Guidelines cover appointments, dismissals, salaries and benefits and library governance. Section A (2) of the salaries and benefits clause was referred back to the joint committee for further discussion.

The Guidelines' chief thrust is to ensure that, as contributing partners with faculty members to the scholarly and intellectual func-

Cont'd next page



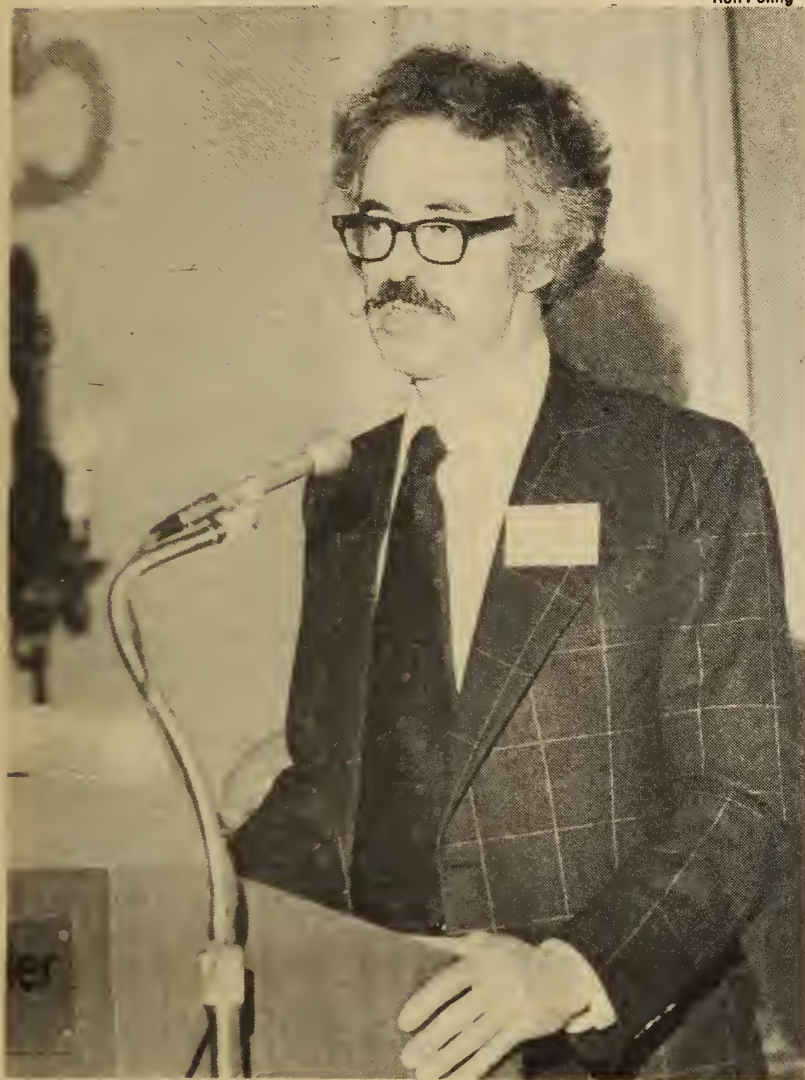
Enquête sur les services de l'ACPU

L'Exécutif de l'ACPU a approuvé la tenue d'une enquête auprès des membres de l'association au sujet de ses fonctions et des services qu'elle offre à ses membres. La questionnaire, bilingue, s'adressera à un membre sur dix et sera envoyé cet automne. Il comprendra une section invitant les membres à ajouter des commentaires sur des questions qu'ils jugent importantes mais que le questionnaire laisser dans l'ombre.

Caut Services Survey

The Executive of the CAUT has approved a random sampling of CAUT membership as to the CAUT functions and delivery of services to the membership. The bilingual poll will sample one out of ten members and will be sent out sometime this fall. It will include a section for members to comment on additional matters which they feel important but were not otherwise covered in the questionnaire.

Ron Poling



A.E. Malloch, awarded honorary life membership

tions of the university, professional librarians are entitled to equal protection and status.

During discussions of the Guidelines prior to adoption, it was pointed out that many of the document's recommendations for status and working conditions of professional librarians are already in effect at several western universities.

(The Guidelines were printed in the March issue of the Bulletin.)

Fee Report

Council also moved to adopt the Report of the CAUT Committee on the Fee Structure, chaired by Richard Spencer. The changes will take effect July 1, 1977. The chief recommendations of the Report include a mill rate for each local which would vary inversely with the average level of the local plus provincial fees paid by the members of that local, reintroduction of a discount of CAUT fees similar to that allowed in 1974-75, an end to the percapita levy and monthly payment of fees. There will also be a special fee arrangement for Quebec, as specified in the CAUT FAPUQ accord. Council also approved this year's budget, which will continue the current mill rate for 1976-77 and the per capita levy, and the dis-

count for associations with less than 250 eligible members. (The full text of the Fee Report was reproduced in the May Bulletin.)

Elections

Jill Vickers was acclaimed President for 1976-77. Professor Vickers is Assistant Chairman of the political science department at Carleton University. Prior to her election last year as CAUT Vice-President, she was President of the Carleton University Academic Staff Association and salary chairman of CUASA. Professor Vickers also served as a member of the OCUFA executive and on the CAUT Collective Bargaining Committee.

Gordon P. Jones was elected Vice-President for 1976-77. He is an associate professor of English at the Memorial university of Newfoundland.

Professor Jones served as President of the Memorial University Faculty Association in 1972-73, and was an Atlantic region representative to the CAUT Board for 1975-76.

Simon Fraser

Council approved a proposed settlement of the seven outstanding grievances in the Simon Fraser dispute. The proposals specify initiative to be taken by

the University in each of the seven cases and describe the nature of a fair settlement in each case. Council approved the proposals and the accompanying recommendation that "Without ruling out other acceptable settlements, the CAUT Position is that the entire censure should be lifted if SFU undertakes all the initiatives suggested, and a settlement similar to that outlined is reached in each case where one of the seven individuals responds in accordance with the suggestions made (in the proposal).

Life Membership

Council confirmed the awarding of an honorary Life Membership to A.E. Malloch, former Chairman of the Academic Freedom and Tenure Committee, for his outstanding contribution to the protection of academic freedom in Canada.

Financial Exigency

Carolyn Polowy, a legal counsellor for the AAUP, Jack Ord of the University of Waterloo, and Donald Savage of CAUT were the speakers at an opening session panel discussion on financial exigency in the university. Professors Savage and Ord examined the implications of financial exigency declarations by universities in Canada, while Ms Polowy offered insights into the

American experience in the face of redundancy declarations. Professor Savage pointed out that anticipated funding cutbacks make consideration of planning for financial exigency imperative, and that CAUT will focus much more attention on this problem in the coming year, beginning with a special report on the problem in the September issue of the Bulletin.

Status of Women

Council heard the report of the chairman of the Committee on the Status of Women Academics, which ranged from progress in obtaining matched pair studies to determine the extent of salary anomalies to lobbying for changes in current human rights legislation to ensure equity under law. Jill Vickers and Carolyn Polowy then led off a committee of the whole discussion on the status of women with Ms Polowy pointing out that collective bargaining agents in the United States, such as the AAUP, are responsible under labour law for ensuring that contracts they help negotiate are non-discriminatory.

New Membership

Council approved the admission of College Ste. Anne to full organizational membership in the CAUT.

PRESIDENT

Nova Scotia Technical College

Nova Scotia Technical College invites applications or nominations for the position of President. The President, as the chief executive officer of the University, has overall responsibility for the direction and supervision of its affairs.

Founded in 1907, Nova Scotia Tech has programs in engineering and architecture. The Faculty of Engineering offers bachelors, masters and doctoral programs in civil, electrical, mechanical, mining, agricultural, chemical, metallurgical and industrial engineering. Undergraduate degrees in engineering are given in association with several other Maritime Universities. The Faculty of the School of Architecture offers Bachelor of Environmental Design, Bachelor of Architecture, and Master of Architecture degrees. The undergraduate program in architecture operates on a trimester, work-study calendar. By Canadian standards, Tech's two Faculties are of medium size, awarding approximately 200 professional degrees annually.

The Search Committee is particularly interested in those individuals with an outstanding record of professional or academic achievement. The President must provide leadership and inspire confidence in the academic and professional communities as well as in industry and government, should have a commitment to professional education, and should have substantial administrative and financial management experience.

Nominations or applications with detailed supporting material should be received no later than 15 September 1976 by

**Mr. G. N. Ken, Chairman
Search Committee for President
Nova Scotia Technical College
Box 1000, Halifax, N. S.
Canada. B3J 2X4**



Echos d'Ottawa

18 mai Le budget de la recherche du Conseil de recherches médicales est accru de deux millions après que plusieurs organismes, dont l'ACPU, eurent exercé beaucoup de pressions publiques.

28 mai Le Comité permanent de la santé, du bien-être social et des affaires sociales des Communes est saisi des prévisions budgétaires du Conseil de recherches médicales. Le Dr J. Gordin Kaplan (ex-président de l'ACPU), le Dr John H. Kirks (président de la Société canadienne de l'investigation clinique), M. Ramsay R. Holmes (membre du conseil de la Société canadienne de la sclérose en plaques) et M. Peter Lowry (président de la Société canadienne de la sclérose en plaques) témoignent devant le Comité.

1er juin M. Tom Symons, ex-président de l'Université de Trent, auteur du Rapport Symons sur la canadianisation et président de la Commission des droits de l'homme d'Ontario, est nommé conseiller du Secrétaire d'État pour l'élaboration de la politique fédérale durant les négociations avec les provinces au sujet de la loi sur les arrangements fiscaux.

1er juin M. David Steedman entre en fonction comme premier Directeur à plein temps du Conseil de recherches sur les humanités.

4 juin Le discours prononcé par l'hon. R. Andras (Main-d'œuvre et Immigration) à la collation des grades de Ryerson's rend les universités en grande partie responsables du déséquilibre entre l'offre et la demande de main-d'œuvre parce qu'elles sont à la recherche d'inscriptions en nombre élevé. Il dit aussi que les programmes d'études des universités en général sont étrangers au monde du travail et qu'il faudrait appliquer plus largement le modèle éducatif de l'Université de Waterloo.

6 juin Le Conseil de recherches en sciences sociales se réunit à Québec et émet une déclaration sur le "Crise au financement de la recherche en sciences sociales". On peut se procurer le texte de la déclaration ainsi que celui d'un mémoire présenté au Comité sénatorial spécial de la politique scientifique et intitulé "Une situation déplorable — les sciences sociales de plus en plus négligées" en s'adressant au Conseil, 151, rue Slater, Ottawa K1P 5H3. Le Pr André Donneur (Sciences politiques, Université du Québec, à Montréal) a été élu président pour 1976-77.

14-15 juin Réunion des Premiers ministres pour discuter la loi sur les arrangements fiscaux. Le Premier ministre Trudeau propose la continuation de la présence fédérale fondée sur un ensemble de principes. Il propose la tenue d'un forum régulier où les ministres provinciaux et fédéraux concernés par les questions d'enseignement postsecondaire pourraient se rencontrer. Réponse circonspecte. (Voir article dans le **Bulletin**.)

14-19 juin La Fédération canadienne des sociétés biologiques se réunit à Halifax. Elle vote le maintien de son association avec l'ACPU pour l'action auprès des pouvoirs publics et la liaison avec les media et appuie la position adoptée par l'ACPU sur le financement fédéral. Le Dr Bernhard Cinader (Immunologie, Toronto) est élu nouveau président. Le Dr John Cowan (Physiologie, Ottawa) est élu président du Comité de la politique scientifique.

15 juin Débat sur la recherche médicale aux Communes amorcé par le Dr Paul Yewchuk (C.P. - Athabasca). Les orateurs qui favorisent une augmentation du financement de la recherche médicale sont Stanley Knowles (N.P.D. - Winnipeg-Nord-Centre), C.-A. Gauthier (C.S.-Roberval), J.R. Holmes (C.P. - Lambton-Kent), Bruce Halliday (C.P. - Oxford) et Flora MacDonald (C.P. - Kingston et Les Îles). Appuient le gouvernement: Eymard Corbin (Lib. - Madawaska-Victoria), F.A. Philbrook (Lib. - Halton) et l'hon. D.M. Drury (Lib. - Westmount).

17 juin Une délégation organisée par l'ACPU et comprenant MM. Donald Savage (ACPU), W. Harris (Comité des chefs de départements de chimie des universités canadiennes), Jan Loubser (CRSSC) et Walter Hirschfeld (vice-principal, Recherche (McGill) et ACARU) se rencontre avec l'hon. C. Drury, Ministre d'État aux Sciences et à la Technologie afin de demander des fonds additionnels pour le C.N.R. et le Conseil des Arts du Canada. M. Drury refuse pour cette année. Il dit que le C.N.R. recevra au moins 8½% l'an prochain. À ce jour, la valeur des subventions du C.N.R. a baissé depuis 1970 de 61.7 millions à 49.9 millions (-17%). (Voir article dans le **Bulletin**.)

17 juin M. Stanley Knowles (N.P.D. - Winnipeg-Nord-Centre) propose que la Chambre exhorte le gouvernement à faire droit à la

demande de l'ACPU portant de charger une commission royale d'étudier le financement de l'enseignement supérieur, cette étude devant procéder tout changement de grande portée en ce qui concerne l'enseignement supérieur au Canada.

18 juin Lettre de l'ACPU à M. Drury pour protester contre le sous-financement du C.N.R.

6-7 juillet Les ministres des Finances se rencontrent pour discuter la formule fiscale proposée par M. Donald MacDonald. Combinaison de points fiscaux pour les provinces et subventions. Somme de 1.5 milliard pour l'enseignement secondaire en jeu. Les discussions doivent se continuer. (Voir article dans le **Bulletin**.)

22 juillet Lettre de l'ACPU aux associations locales et provinciales et aux doyens des sciences, du génie et des arts leur demandant leur soutien actif en ce qui concerne le financement du C.N.R. et du Conseil des Arts du Canada.

Le numéro de l'été 1976 de **Canadian Public Policy** renfermait un article de M. Harold H. Harvey (Zoologie, Toronto) sur la politique délibérée que pratique le gouvernement fédéral et qui consiste à laisser l'inflation éroder le soutien des sciences dans les universités. On peut en obtenir des exemplaires au bureau central de l'ACPU.

Publication par le Ministère d'État aux Sciences et à la Technologie d'un rapport sur **La politique de l'impartition 1973-75**. Le rapport recommande que le gouvernement s'applique davantage à commander le maximum possible de recherches à l'industrie privée. On peut obtenir Groupe des services de communications, MEST, Ottawa.

Réunions à noter: Secrétaire d'État et ministres chargés de l'enseignement postsecondaire - 20 septembre.

Ouverture de la session fédérale - 12 octobre.

Élections partielles dans Ottawa-Carleton et St-Jean-Ouest - 18 octobre.

PUBLIC HEALTH EDUCATOR

for the
CAPITAL REGIONAL DISTRICT
Victoria, B.C.

Under the direction of the Regional Health Officer to develop public health education programmes for the Community Health Service on a regional basis; to co-ordinate these programmes with those of other agencies and to provide consultation services to a number of other professionals.

Applicants should be university graduates and have post-graduate training of at least one academic year in public health education, adult education or a combination of training and experience that is equivalent.

Salary: \$1,372 - \$1,667 per month plus COLA.

Written applications stating education, experience, work history and at least two references will be received by the Personnel Administrative Assistant, Capital Regional District, P. O. Drawer 1000, Victoria, B.C. at the earliest possible date.

Ottawa Notes

May 18 Medical Research Council budget for research increased by \$2 million after considerable public pressure by many organizations including CAUT.

May 28 Medical Research Council estimates before the House of Commons Standing Committee on Health, Welfare and Social Affairs. Dr. J. Gordin Kaplan (ex-Chairman of the Canadian Federation of Biological Societies and a Past President of CAUT), Dr. John H. Dirks (President, Canadian Society for Clinical Investigation), Ramsay R. Holmes (Director of the Multiple Sclerosis Society of Canada), and Peter Lowry (President, Multiple Sclerosis Society of Canada) testified before the Committee.

June 1 Dr. Tom Symons, former President of Trent, author of the Symons Report on Canadianization and Chairman of the Ontario Human Rights Commission, appointed consultant to the Secretary of State in regard to the development of federal policy during the negotiations with the provinces over the Fiscal Arrangements Act.

June 1 Dr. David Steedman took up his post as the first full-time Academic Director of the Humanities Research Council.

June 4 Speech by the Hon R. Andras (Manpower & Immigration) at Ryerson's graduation ceremonies laid a major part of the blame for the mismatch of labour supply and demand on universities who are encouraging high enrolments. He also suggested that university curricula generally lacked relevance to the world of work and that the University of Waterloo education model should be utilized more widely.

The University of Saskatchewan's Board of Governors

Invites nominations and applications for the position of **Dean of the College of Law**. The Dean exercises academic leadership in the College which currently consists of 280 students and a full-time faculty of 18. It offers a three-year Bachelor of Laws (LL.B.) degree and a Master of Laws (LL.M.) degree.

Candidates should have experience in academic administration and a substantial record of accomplishment in teaching and scholarship. Salary to be negotiated. Appointment effective July 1, 1977 for a five year term.

Written nominations or applications for the position accompanied by a curriculum vitae should be forwarded before 15 November 1976 to:

Dr. R. W. Begg, President
University of Saskatchewan
Saskatoon, Saskatchewan
S7N 0W0



June 6 Social Science Research Council of Canada met at Quebec City and issued a Statement on the "Crisis in Social Science Research

Funding." Copies of this statement, together with a Brief submitted to the Senate Special Committee on Science Policy entitled "The Continuing Neglect of the Social Sciences Deplored" are available from SSRCC, 151 Slater Street, Ottawa, K1P 5H3. Professor André Donneur (Political Science, Université du Québec à Montréal) was elected Chairman for 1976-77.

June 14-15 Meeting of the First Ministers to discuss Fiscal Arrangements Act. Prime Minister Trudeau proposes continuation of federal presence based on a set of principles. PM proposes a regular forum at which the provincial and federal ministers concerned with issues in post-secondary education can meet. Provincial response wary. (See story in this Bulletin).

June 14-19 Canadian Federation of Biological Societies met in Halifax, voted to continue association with CAUT. A lobbying and media presentation, and supported CAUT position on federal funding. Dr. Bernhard Cinader (Immunology, Toronto) elected new Chairman. Dr. John Cowan (Physiology, Ottawa) elected Chairman of Science Policy Committee.

June 15 Debate on medical research in the House of Commons initiated by Dr. Paul Yewchuk (PC - Athabasca). Speakers favouring an increase in medical research funding were Stanley Knowles (NDP - Winnipeg North Centre) C.-A. Gauthier (SC Roberval), J.R. Holmes (PC - Lambton-Kent), Bruce Halliday (PC - Oxford), and Flora MacDonald (PC - Kingston and the Islands). Supporting the government were Eymard Corbin (Lib Madawaska-Victoria), F.A. Philbrook (Lib - Halton), and the Hon C.M. Drury (Lib - Westmount).

June 17 Delegation organized by CAUT including Donald Savage (CAUT), W. Harris (Committee of Canadian University Chemistry Chairmen), Jan Loubser (SSRCC), and Walter Hitschfeld (Vice Principal Research (McGill) & CAURA) met with Hon. C. Drury, Minister of State for Sciences & Technology to request additional funds for NRC and Canada Council. Drury refused this year. Stated that NRC would receive at least 8½% next year. To date, value of NRC grants has dropped since 1970 from \$61.7 to \$49.9 million or - 17%. (See story in this Bulletin).

June 17 Stanley Knowles (NDP - Winnipeg North Centre) moved that the House urge the government to agree to the request of the CAUT for the appointment of a royal commission to consider the funding of higher education — such a study to precede any far reaching changes affecting higher education in the country.

June 18 Letter from CAUT to Mr. Drury protesting underfunding of NRC.

July 6-7 Finance Ministers meet to discuss fiscal formula proposed by Donald Macdonald. Combination of tax points for the provinces and cash. Sum of \$1.5 billion for post-secondary education at stake. Discussions to continue. (See story in this Bulletin).

July 22 Letter from CAUT to local and provincial associations, deans of science, engineering, and arts asking for active support in regard to the funding of the NRC and Canada Council.

Summer 1976 issue of *Canadian Public Policy* carried an article by Dr. Harold H. Harvey (Zoology, Toronto) on the deliberate policy of the federal government to allow inflation to erode the support of university science. Copies can be obtained from the CAUT central office.

Publication by the Ministry of State for Science & Technology of a report on *The Make or Buy Policy 1973-75*. The report recommends that the government should intensify its efforts to contract out to private industry as many research projects as possible. Copies can be secured free of charge from Communications Services, MCSST, Ottawa.

Meetings to Note: Secretary of State with Ministers responsible for post-secondary education - September 20.

Federal Parliament re-opens - October 12.

By-elections in Ottawa-Carleton and St. John's West October 18.

Appointments and staff changes at CAUT

The Executive has confirmed the following appointments and staff changes.

Victor Sim as Executive Secretary

Dr. Sim has been Associate Executive Secretary of CAUT since 1973. He has been primarily responsible for the work of the Academic Freedom and Tenure Committee. Prior to joining the CAUT, he was Chairman of the Department of Geography at the University of Western Ontario. Dr. Sim is a graduate of McMaster (B.A.), Clark (M.A.), and McGill (Ph.D.). Between 1953 he worked for the Department of Energy, Mines and Resources in Ottawa.

Ronald Levesque as Research Officer

Dr. Levesque comes to the CAUT from the post of Research Director for the federal NDP caucus where he was responsible for research on variety of government policies, particularly in the area of political economy. Prior to this post he was an assistant professor at St. Mary's and Bishop's Universities in political science. He is a graduate of the University of Western Ontario (B.A. and M.A.) and of the University of Washington (Ph.D.). Dr. Levesque worked with CUPE in Nova Scotia and has served as an officer of Oxfam. Dr. Levesque will replace Georges Frappier who will be leaving CAUT in the fall.

Geoff England as Collective Bargaining Officer

Mr. England comes to the CAUT from a lectureship in law at the University of Wales. He has an LL.B. from the London School of Economics with first class honours in labour law and an LL.M. from Dalhousie University with specialization in labour law. He assisted CUPE in organizational work in Nova Scotia and has letters of support from, among others, the Chairman of the Nova Scotia Labour Relations Board. Mr. England will be taking up his post with CAUT in Ottawa in November. In addition to collective bargaining work, he will be responsible for CAUT activities in the area of women's rights. Mr. England will be filling the post formerly held by Marie-Claire Pomez.

David Williams as Association Executive Secretary

Dr. Williams comes to CAUT from the Department of English at McGill University where he is an Associate Professor. He will be filling the post of Associate Executive Secretary while on leave from McGill for one year. He is a graduate of Boston University (B.A.) and of the University of Toronto (M.A., Ph.D.). He has been a member of

the McGill Senate and within the English Department he has been Chairman of Promotions and Tenure and Director of the Graduate Studies Programme. He is fluently bilingual and will be responsible for relations with FAPUQ. He will replace Professor Sim as Secretary of the Academic Freedom and Tenure Committee. Derek Lawrence as Atlantic Officer

Derek Lawrence has taken a one-year contract with CAUT to fill the post of Atlantic officer in Halifax. Dr. Lawrence is an Associate Professor in the Department of French at Dalhousie University and will be on leave from Dalhousie. He is a graduate of the University of London (B.A., M.A., Ph.D.) and of the University of Leicester (Dip. Ed.). Prior to his appointment at Dalhousie he was Assistant Professor in the Department of French and Spanish at the University of Saskatchewan. He has been President of the Dalhousie Faculty Association. Dr. Lawrence is fluently bilingual and has done consulting in regard to French education in New Brunswick.

Donald Savage as Collective Bargaining Officer

Dr. Savage will act as a collective bargaining officer until 1 January, 1977 when he will proceed on leave. He will also act as secretary of the committee on the Status of Women Academics until replaced by Geoff England. Dr. Savage has been Associate Executive Secretary and Executive Secretary of CAUT and has been on staff since 1970. He was formerly Associate Professor of History and Director of the Centre for African Studies at Loyola College in Montreal (now Concordia University). He is a graduate of McGill (B.A.) and London (Ph.D.). Dr. Savage has participated in the negotiations of first collective agreements at Carleton, St. Mary's and Manitoba.

Israel Cinman as Publications Officer

Mr. Cinman will be returning to the CAUT after one year's leave of absence to further his studies at the University of London. Mr. Cinman is a graduate of Sir George Williams University (now Concordia University) in history and joined the CAUT staff in 1972. Carolyn Masleck replaced Mr. Cinman during this academic year.

Jill Greenwell as Relations With Government Officer

Ms. Greenwell has been Executive Assistant to the Executive Secretary of CAUT since January 1974. She will be responsible for the co-ordination of the CAUT lobbying effort and for the production of the CAUT Legislative News.

DIRECTOR SCHOOL OF ENGINEERING Ontario Agricultural College UNIVERSITY OF GUELPH

Applications are invited for the position of Director of the School of Engineering, Ontario Agricultural College, University of Guelph.

The appointee will be an individual who is recognized for qualities of scholarship, leadership and productivity in educational, research and professional programs in engineering and related fields.

The successful applicant will be responsible for the administration of, and for some participation in, the instruction, research, extension and outreach programs of the School.

The School offers an accredited undergraduate program in Engineering with Majors in Agricultural Engineering, Biological Engineering, and Water Resources Engineering leading to the B.Sc. (Eng.) Degree. The School participates in the Two Year Program for the Associate Diploma in Agriculture, and offers a Certificate program in Farm Machinery Mechanics. It offers Ph.D. and M.Sc. programs, and participates in the inter-departmental groups on Biophysics and Hydrology. There are twenty-one (21) faculty positions in the School at the present time.

Applications should be made to C. M. Switzer, Dean, OAC, Chairman of the Selection Committee. A detailed Curriculum Vitae should be attached. The effective date for the appointment is negotiable.

SAINT MARY'S UNIVERSITY

invites applications and nominations
for the position of

Dean of the Faculty of Arts

Appointment effective July 1, 1977; closing date for applications: December 30, 1976.

Saint Mary's is a co-educational, residential, public university with a 12-month enrolment in excess of 5,700 students. Programs are offered at the Bachelor's and Master's level.

Applications (with curriculum vitae and names of three referees), nominations, or inquiries should be sent to:

**Chairman
Search Committee, Dean of Arts
Saint Mary's University
Halifax, Nova Scotia B3H 3C3**

Canadian Studies at Edinburgh: Model or Mistake?

by Ian Drummond

I have just finished a year in the University of Edinburgh as a visiting professor of Canadian Studies. My adventures may be of interest to other Canadian University teachers, some of whom may shortly embark on similar adventures in Europe or Asia. First I shall report on the Edinburgh arrangements. Then I shall ask whether these arrangements should be reproduced elsewhere.

Edinburgh now offers three undergraduate courses in "Canadian Studies". One course is largely geographical; one is historical; one concerns itself with political, social, and economic problems. Some members of the University staff believe themselves to be inventing a new subject or discipline called Canadian Studies; others are less sanguine about the interdisciplinary possibilities. One or more of the courses may be taken by candidates for the general degree. In addition, the University offers specialised honours options in Canadian geography and history, and in French-Canadian civilisation. The Department of English Literature is as yet reluctant to admit that English Canadian literature exists. Though one geographer is very interested in the Canadian Indian, no one has proposed Ukrainian, Inuit, or other specialised socio-literary studies. Instruction is provided by members of the University history and geography departments, by teaching assistants, by a lecturer whose special interest is in French Canada, and by one visiting professor, who is brought from Canada for a year. The visitor is to be a social scientist, because the University already has considerable strength in Canadian geography and history. There is no special post-graduate instruction in Canadian matters although the University will admit research students who want to pursue Canadian topics. Each winter there is a series of seminars and a week-end conference, on Canadiana. The University Centre of Canadian Studies, which is comfortably lodged in an eighteenth-century house, provides an administrative umbrella. Money comes chiefly from the Foundation for Canadian Studies in the United Kingdom, whose endowment came partly from business donors and partly from the Canadian government. Ottawa also provides funds for the library and for various other things, such as the annual week-end conference. The library recently became a depository for Canadian government publications.

It is expected that the Centre will reach outside the University walls. Thus on my arrival I was told that I was expected to visit every British University north of Leeds. In the event, I spoke 13 times outside Edinburgh, and twice to non-university groups within the Scottish capital. This lecturing does not prove that there is any general interest in things Canadian. So far as I can see, there is none whatever. The nadir occurred in one English University, where I had an audience of four, three of whom were Canadian graduate students. Nevertheless, I was asked to talk on radio, and I had to field a few enquiries from the general public, which seems interested only in Buchan, forestry, and emigration.

Thus the Edinburgh arrangements centre on undergraduate teaching, and the Canadian authorities, aided by some University personalities, want to use Edinburgh as the basis for an elaborate exercise in adult education and public relations. To the visiting scholar the Centre can offer desks, coffee, and a University base, but the Centre is not a research institute or even a bibliographical bastion, and it does not yet provide the framework for research that many university people would find helpful. It has no research budget, no

travel funds, and no computer-access; its staff is very small and extremely busy. Though the Canadian government, some provincial authorities, and the University itself are doing their best to provide more material, as yet the University library is barely adequate for the Canadian courses that are already offered, and it is wholly inadequate for any but the most specialised Scottish-Canadian research topics. The University is stimulating and intellectually exciting in many respects. The Centre, as at present financed and staffed, is not and cannot be.

I have enjoyed my year at Edinburgh, and I think that the Centre can and will contribute to the life of the University. But is Edinburgh a model for our national cultural offensive overseas? I do not think so. First of all, one must remember that "Canadian Studies" have to be inserted into pre-existing curricula. The Edinburgh arrangements allow one to add a few courses on Canadian topics without disrupting these curricula, and without having to invent an entire "honours school of Canadiana". Few English or Continental curricula would be so accommodating. Secondly, there are the usual problems of scale and resources. Governments are very good at starting things with not quite enough money, and then quickly starting to squeeze. At Edinburgh, where there certainly is not enough money to run a complete program of Canadiana, this squeeze is already being applied. Yet already the few undergraduate courses have to be run on the sort of full-stretch basis that used to be so common in Canada's own universities. And as for research, it is to laugh. I see little point in promoting the study of Canada abroad, unless that study is financed, staffed, and organised on the basis of scholarship. There should be an absolute minimum of PR, but there should be time to read, opportunity to discuss one's work with one's peers, leisure for reflection, a chance to do research, and a certain access to the tools of the scholar's trade. If we really believe that we must endlessly multiply overseas Canadiana in the face of massive world boredom, at least the government should make sure that our nationalist missionaries have the tools they need for pedagogy and scholarship. These tools will not be cheap, and they can never be provided in very many places. I think we would do better to set up one or two overseas Institutes of Canadian Affairs, where serious work might be done and real expertise might accumulate. Such places might even be able to afford a few Canadian newspapers.

Imagine a Centre for Soviet Studies that cannot afford either *Pravda* or *Izvestia*...

Perhaps Professor Symons treats all this in his report. I can't tell, because no one has passed a copy to Edinburgh: And that, of course, is the sort of thing I mean.

Ian Drummond is a former member of CAUT's Committee on Canadianization.

YORK UNIVERSITY, TORONTO DEPARTMENT OF PSYCHOLOGY



The Department of Psychology

Faculty of Arts, plans to make an appointment in Clinical-Counselling Psychology, with a cross-appointment in our Counselling and Development Centre, beginning July 1, 1977.

Enquiries, Nominations, and Applications should be sent to:

Professor N.S. Endler
Chairman, Department of Psychology
York University
4700 Keele Street
Toronto, Ontario
M3J 1P3

Cuny Wins Reprieve Re-opens on Tuition Basis

by I. Cinman

Two weeks after a dramatic announcement last May that the City University of New York would have to close its doors because of cost overruns the administration reopened the university, but not before sacrificing its 127 year old tradition of offering tuition-free education to city residents.

The reprieve, in the form of a \$27 million grant came from the New York State government under conditions that CUNY impose tuition fees and end its practice of open admissions. The new fee schedule will charge \$750 a year first and second year students and \$900 a year third and fourth year students.

State contributions for future CUNY financing was also reevaluated. The state agreed to pick up a greater share of CUNY's budget - possibly as much as 80 per cent, a change from a previous arrangement whereby the university's funds were based on equally matched contributions from the municipal and state coffers.

The shutdown was a direct result of a protracted financial crisis which pitted New York's administration against the state, the federal government in Washington and unions representing essential services and other municipal workers, including the Professional Staff Congress — the union representing faculty at CUNY.

Union members filed a lawsuit earlier this month against The Board of Higher Education, the University Controlling body, to stop them firing 1,100 lecturers this autumn. The number includes an estimated 110 who have tenure. The university does not plan to replace another 700 teachers who have retired or resigned.

The Professional Staff Congress, which represents 12,000 members, said that the board has not made out its case and that it has not made sufficient efforts to find other jobs for the tenured staff. Legal advisers do not expect to be granted an injunction against the board but hope that they will be able to subpoena records.

The university will resume operations this fall, but with a budget of \$470 million, reduced from \$500 million for 1975-76. It is anticipated that in order to cut costs still further, the university will probably give notice to a number of its teaching staff.

Attempts at improving New York's fiscal position through scaling down its financial contribution to CUNY's budget were made as far back as 1973, when the Board introduced a series of fiscal proposals which were designed to save the municipal government some \$30 million annually.

One of the ideas contemplated by the board at the time involved partial increases in faculty workloads in an attempt to trim costs. Justifying the proposals as necessary because of financial pressures, the Board maintained that a significant overall increase in instructional staff workloads was necessary and

could be achieved without hurting educational quality.

Subsequent proposals aimed at narrowing CUNY's budgetary gap asked for elimination of some 850 full-time academic employees and the reduction in the Search for Education, Elevation and Knowledge (SEEEK) program, a program primarily aimed at providing students from disadvantaged backgrounds with an opportunity of acquiring a higher education.

But statements made by the leaders of the Professional Staff Congress as well as student leaders, scored the proposals as detrimental to the quality of education. Moreover, faculty representatives maintained that any increase in teaching workloads contravened the university's contract with the faculty.

By October of last year, CUNY's Chancellor R.J. Kibbee, following municipal government pressure, committed himself to manufacturing a plan which would scale down CUNY's operations by some 20 per cent. Some of the retrenchment measures guaranteeing adequate cuts foresaw reductions in full-time teaching staff of at least one-fifth. The Chancellor also urged a similar reduction in the number of full-time students attending the university.

Although the program envisaged a major faculty retraining scheme, both the American Association of University Professors and the Professional Staff Congress rejected the proposals and called on the university administration and the Board of Higher Education to provide assurances that principles of academic freedom and tenure would not be ignored in future attempts at cutting costs.

Towards the end of last year, the Board of Higher Education, hitherto unable to agree on a solution to the fiscal dilemma, unveiled its own list of budget cuts.

In order to save some \$55 million and thus allow CUNY at least a semblance of financial security, it was decided to:

- introduce a four-week payless furlough for all administrators, faculty and staff, thus saving \$32 million;

- stop all February admissions at a saving of \$4 million;

- close all university buildings during the Christmas and Easter recesses, including libraries and laboratories;

- consolidate programs and retrench administrative and instructional staff at a saving of \$9 million;

- collect tuition fees for the summer session in June before the end of the fiscal year, thus realizing — for budget purposes — an additional \$9 million.

Although designed to keep CUNY operational, the plan managed to disappoint and inflame most sectors of the university community. Clamping down on admissions, for instance, meant that approximately 20,000 students preparing for winter admission were forced to seek places at other colleges.

Closing libraries and laboratories dur-

ing the spring and winter breaks penalised poorer students with part-time jobs who relied heavily on these periods to catch up with papers and projects.

The threat of wholesale dismissals antagonised the faculty. The Professional Staff Congress claimed that payless furloughs were illegal and vowed to challenge their legality in court. (The administration dropped the idea of not paying faculty for holidays but not before the union ordered a work slow-down to protest financial stringency measures.)

The situation was further aggravated by a proposal to eliminate university funding of sabbatical leaves during 1975-76 to save an estimated \$1.7 million.

The university decision to abandon the longstanding tradition of free tuition was uniformly opposed by faculty and students. Both say that the scheme penalises thousands of middle and lower class New Yorkers by depriving them of educational opportunities.

The City University of New York is an amalgam of 10 units — nine senior colleges, eight two-year community colleges, one graduate center, one affiliated medical school and one upper division college.

The university system has 270,000 full and part-time students and 17,000 teachers. The system, formed in 1961 by an administrative decision is governed by a 10-member Board of Higher Education with seven members appointed by the Mayor and three by the state governor.

Until this summer, undergraduate students did not pay tuition but paid a general fee of \$110 a year at the senior colleges and \$60 a year at community colleges. The university has had an open admissions policy since 1970 under which it was required to admit all city students with high school diplomas.

There were proposals to increase tuition rates and fees in the past, but the main and ultimately most successful thrust against CUNY's 127 year old tradition of free tuition came from the Mayor's office and the Municipal Assistance Corp — Big Mac, an agency established by the state to refinance up to \$3 billion of the city's short term debt by selling bonds. An end to free tuition at CUNY was one of the methods proposed by Big Mac to convince prospective buyers that the city was taking stern measures to get its finances in order.

Big Mac's suggestions called for the imposition of paid tuition at levels similar to those of the State University schools — \$650 a year for freshman and sophmores, \$800 a year for juniors and seniors. It also urged the university to set minimum academic standards for admission and introduce a shorter period for students to attain degrees.

Through a number of measures, some quite unpalatable to many sectors of CUNY's community, the City, the State and the Board of Higher Education managed to put through a series of economies which tentatively assured the operation of the university for the coming academic year. Yet future prospects for CUNY as a viable institution of learning seem very clouded indeed.

Atlantic Report

Status of Women Activities in the Region in the Region

The next Atlantic regional meeting of the Corresponding Members of the CAUT Status of Women Committee will be held September 30. The location will be made known at the upcoming meeting of the CAUT Committee on the Status of Women September 10.

In the meantime, news comes of women faculty groups being established at Memorial and Acadia Universities to deal with issues of salary inequities between male and female faculty, discrimination in fringe benefits — including pensions and maternity leaves — and the hiring and promotion of women faculty.

The Memorial group is currently working towards the improvement of maternity leave provisions while the group at Acadia has been most concerned with certification. Women faculty are conscious of the issues which are of direct concern to them and are aiming at having these concerns reflected in any union contract.

Women faculty at Dalhousie University were instrumental in persuading the university President to set up an investigating committee on the status of women at Dalhousie. The Committee is currently conducting its work and the results should be made public this fall.

Women at St. Francis Xavier have been attempting to come to grips with a problem common to most small university towns (particularly in the Atlantic region) where alternative employment for women academics is virtually non-existent and women faculty, many of whom are part-time staff, accept university posts only to find themselves on the lower end of the pay scale.

At St. Thomas and Moncton universities, women faculty members have been active in certification drives and contract negotiations. **Librarians in the Region Polled**

Susan Clark, who was one of the three CAUT consultant directors in the region, is currently analysing data collected through a questionnaire survey of all librarians in the Atlantic universities. Her report, slated for completion later this fall, will provide an up-to-date picture of the status of librarians in the region.

CAUT and CFBS Cooperation Continues

Canadian Federation of Biological Societies met in Halifax this summer (June 14-19). It voted to continue its association with the CAUT through cooperation in lobbying and media presentation and expressed its support for CAUT position on federal research funding. Dr. Bernhard Cnader (Immunology, Toronto) was elected new Chairman of the Federation and Dr. John Cowan (Physiology, Ottawa) was elected Chairman of the Federation's Science Policy Committee.

Certification in the Region

Following its Summer recess, the Nova Scotia Labour Relations Board has certified the Acadia University Faculty Association as the bargaining agent for the University's faculty.

61 per cent of Acadia voted to certify last April (84 in favour, 55 opposed). There are 176 faculty members in the new bargaining unit.

The Labour Relations Board ruled that heads of departments, faculty members serving on the Tenure, Promotions and Sabbatical Leave Committees tenured faculty members, faculty members in the new bargaining unit.

The Labour Relations Board ruled that heads of departments, faculty members serving on the Tenure, Promotions and Sabbatical Leave Committees, tenured faculty members, faculty members serving on the Senate, the Director of Counselling Services and the Director of Leisure Studies were to be included in the bargaining unit.

Librarians, the President, Vice-President, deans of schools, deans of faculties and all other (both academic and non-academic) deans, directors of schools, the Provost, the Registrar, the Chaplain, faculty members serving on the Board of Governors and directors of the Departments of Extension, Admissions and Graduate Studies, whose membership in the bargaining unit was in dispute, were ruled excluded from the unit.

The Faculty Association is in the process of preparing the negotiate its first collective agreement.

The Cape Breton College Faculty Association, recognized by the College administration as faculty bargaining agent last May, has negotiated a 4.5 per cent increase on base salary, plus a 10 per cent maximum COLA (adjustable monthly) over the original salary settlement.

A group of faculty members at the College are engaged in drafting regulations governing the terms and conditions of employment.

And Mount St. Vincent Faculty Association has concluded its salary negotiations with the University administration. The new contract raises salaries 8.5 to 10 per cent across the board.

Upcoming Meetings

The Atlantic regional meeting of the Corresponding members of the CAUT Status of Women Committee is scheduled for September 30. The next meeting of NSCUFA Council will be held September 18 at Dalhousie University, Halifax. The date for the next MCUFA meeting has been set at Saturday, Oct. 1-2, to be held in Moncton. One item on the far-ranging agenda will be the examination of possible inclusion of the Memorial University Faculty Association in the Confederation, and thus transforming the Maritime into an Atlantic Confederation.

American Universities Under Censure

Following are the institutions now on the censure list of the American Association of University Professors and the years in which they were censured:

Alabama State University (1962)
South Dakota State University (1962)*
Grove City College, Pa. (1963)
College of the Ozarks, Ark. (1964)*
Wayne State College, Neb. (1965)*
Amarillo College, Tex. (1968)
Southern University, La. (1968)
Texas A&M University (1968)
Central State University, Okla. (1969)
Detroit Institute of Technology (1969)
Frank Phillips College, Tex. (1969)
Northern State College, S.D. (1969)
Troy State University, Ala. (1969)
Oklahoma State University (1970)
Southeastern Louisiana University (1970)
Grambling College, La. (1971)
Laredo Junior College, Tex. (1971)
Southern State College, Ark. (1972)
Tennessee Wesleyan College (1971)
Armstrong State College, Ga. (1972)
Onondaga Community College, N.Y. (1972)
University of California at Los Angeles (1972)*
Colorado School of Mines (1973)
East Tennessee State University (1973)
Marshall University W.Va. (1973)
McKendree College, Ill. (1973)
Ohio State University (1973)
Queensborough Community College, N.Y. (1973)
Rider College, N.J. (1973)
Southern Illinois University at Carbondale (1973)
University of Missouri—Columbia (1973)
Bloomfield College, N.J. (1974)
Camden County College, N.J. (1974)
Voorhees College, S.C. (1974)
Concordia Seminary, Mo. (1975)
Elmira College, N.Y. (1975)
Houston Baptist University, Tex. (1975)
Virginia Community College System (1975)
Arizona State University (1976)
Blinn College, Tex. (1976)
Marquette University, Wis. (1976)
Murray State University, Ky. (1976)
St. Mary's College, Cal. (1976)
* Censure on governing board only, not on administrative officers.

Ontario Report

by Carolyn Masleck

Algoma Under Trusteeship

The provincial Government has appointed a new board of trustees to replace the Algoma University College's board of directors until June 1977. The college's board of directors agreed to disband following a report of a royal commission inquiry, headed by Windsor law professor John Whiteside, into allegations of administrative mismanagement at the school. The college will remain in trusteeship pending receipt by the Government of Professor Whiteside's final recommendations on a permanent governing structure for Algoma. Chairman of the new board of trustees is G. D. Howell, dean of the Ontario Veterinary College at the University of Guelph. Other trustees include Ian Brown, Robert Ewing, F. H. Giffith and Arthur Wishart all of Sault Ste Marie.

College Re-hires

Professor After Inquiry

Akram Rajput has been appointed to an assistant professorship in sociology for 1976-77 at Algoma University College, following an Ontario Human Rights inquiry which found the college guilty of discriminating against him because of his nationality. Professor Rajput is a Pakistani who holds American landed immigrant status. While on a one-year term appointment in 1974-75 in the sociology department, Professor Rajput applied for a probationary post which had been advertised for the following year. He was rejected, and the Human Rights commission inquiry supported his charge that the chief reason for the refusal was racial grounds. The college was ordered to pay \$10,000 in lost salary and relocation, and offer reinstatement or a fair alternative. Professor Rajput chose to apply for a post vacant for the 1976-77 term, and was accepted.

Queen's Postpones Decision on Probationary Appointments

The Queen's University Senate Committee on Appointment, Promotion, Tenure and Leave, which recommended the elimination of probationary appointments in an Interim Report issued last spring, has postponed any final decision for at least a year. Both the Queen's Faculty Association and CAUT's AF&T Committee had urged that the proposal, which would have allowed only term and tenured appointments with total numbers determined annually on the authority of the Principal, be rejected.

AIB Rules on Salary Settlements

The Anti-Inflation Board has accepted the salary settlements at the University of Toronto and at Brock University. The Toronto settlement gives a 7.5 per cent increase on scale and 3.5 per cent on progress-through-the-ranks and merit pay. The Brock settlement is an 8.9 per cent increase on scale and 2.6 per cent on PTR and merit. The AIB has also allowed the Waterloo settlement as written, 9.1 per cent on scale and 3.4 per cent on PTR and merit, but has set a \$2400 per individual limit on the salary scale increase.

Pension Problem Tackled

As a result of discussions between representatives of OCUFA and of the Executive Heads, a study of the Ontario university pension problems has been undertaken. The study will include a review of the current and future unfunded liability and experience deficiencies of individual pension plans; development of a model of a provincial collective private pension plan and an evaluation of the benefits and cost of participation in a government backed pension plan.

Faculty concerns over university pensions have concurrently been put before the Minister of Colleges and Universities Dr. Harry C. Parrott. Further communication between OCUFA and the Ministry will await the results of the study. For further details contact Graham Murray or Pat Speight at OCUFA 416-979-2117.

Carleton Negotiating Salary Clause

The Carleton University Academic Staff Association has had several meetings with the University under Article 33 of the Collective Agreement which calls for salary and benefit provisions to be renegotiated this summer. The remainder of the Agreement remains in force until June 30, 1977. The salary clause of the Agreement is end-loaded. Accordingly, the University has made an offer of an 8.8 per cent increase on the rate paid in June, which would constitute a 10.6 per cent increase over actual earnings. CUASA's negotiating team has countered with a figure of 12 per cent over the end rate paid in June.

OCUFA Fall Council

The fall Council meeting of OCUFA will be held on October 23 at the Pack Plaza in Toronto.

COU and OCUFA Present Briefs to OCUA

At spring hearings with the Ontario Council on University Affairs, the Council of Ontario Universities presented several briefs. "Graduate Planning in Ontario Universities", prepared by the Ontario Council on Graduate Studies (OCGS), focuses on the historical background of the appraisals and planning processes, the growth and shape of the graduate enterprise, future planning for graduate studies and research and future funding mechanisms and their effect on planning.

The COU "Statement on the principles which should govern the setting of tuition fees" concludes that universities should retain the right to set tuition fees within the framework of certain principles, emphasizing that whatever the changes in tuition fees, the government should maintain its effective level of constant dollar grant support per student at no less than present.

A brief entitled "Approach to the Eighties: Demand/Quality/Resources" was prepared by the COU Committee on Operating Grants. Two of the brief's main recommendations were that the total increase in operating income to universities \$87.3 million, an increase of 11.3 per cent over 1976-77, and that as a minimum the staffing pattern which assumes a 1 per cent per annum increase in faculty numbers through 1983-84 should be adopted as policy.

Also presented, as part of the OCUFA brief to OCUA, was a report prepared by the Joint COU/OCUFA Committee on the Study of Academic Career Development in Ontario Universities entitled "Academic Career Planning; The Ivory Tower and the Crystal Ball". The report's major recommendation is that OCUA propose to the Minister of Colleges and Universities the development of a scheme of university financing that will make it possible for the universities and OCUA to engage in effective long-term planning.

(All of these reports are available from COU)



Vice-President Administration University of Guelph

Reporting to the President, the person selected will have overall responsibility for directing and controlling the planning, development and operation of the administrative and supporting services for the University, including physical plant and resources, budgets, finances, personnel and ancillary services.

In addition, the incumbent will hold an appointment as Secretary to the Board of Governors of the University.

This position requires a person possessing a proven record of personal accomplishment in education, business or government. A graduate degree is desirable coupled with a current appreciation of the university community and environment.

Salary commensurate with qualifications and experience.

Position to be filled by January 1, 1977, or other date by agreement.

Applications should be addressed to Professor D. F. Forster, President, University of Guelph, Guelph, Ontario N1G 2W1.

Western Report

by Ron Lowe

Manitoba - Arbitrator Appointed, Nine-Month Appointments

With the expiry of the first collective agreement at the University of Manitoba on March 31, 1976, negotiations have only been successful in resolving non-monetary items. The University and UMFA have agreed to submit the determination of 1976-77 salaries to binding arbitration, with Senator Carl Goldenberg acting as single arbitrator. Distribution of the salary increase has been agreed but the total amount remains in dispute.

The Senate at the University of Manitoba has withdrawn a proposal which would have allowed for the creation of nine-month tenured appointments. The proposal was directed at accountability of faculty during the summer months. UMFA strongly objected to the creation of such appointments because of the detrimental effect on academic standards and because accountability of faculty is adequately covered by provisions in their collective agreement.

In Brandon, the university's Board of Governors has voted to limit foreign visa students to approximately 20% of the student population. This is the first time enrolment restrictions have been placed on a particular group of students, although the limit is still twice the national average.

Saskatchewan - Certification, 1976-77 Salaries, Saskmedia Negotiations

Applications for certification have been filed on behalf of faculty at the University of Regina and the University of Saskatchewan. Hearings before the Saskatchewan Labour Relations Board are scheduled during the month of August.

In preparation for bargaining once certification has been achieved, the faculty associations on both campuses have formed committees to draft proposals. In addition, the faculty association at the University of Regina will be hiring a part-time executive secretary to assist in the administration of its affairs.

Agreement on 1976-77 salaries of faculty, laboratory instructors and professional librarians has been reached at the University of Regina. The agreement calls for a general increase of 9.25%, an additional 2% for increments and a discretionary fund of 1% which must be allocated. For the first time, librarians have each received an accountable allowance of \$150.00. No agreement on 1976-77 salaries has been reached at the University of Saskatchewan.

Over the past two years, the Saskatchewan Association of Artists and Educators (SAAE) has been attempting to negotiate an agreement with Saskmedia covering conditions of work and remuneration for the preparation, production and distribution of audio-visual educational materials designed for use in public educational broadcasting, universities and schools. The SAAE is a consortium composed of the CAUT, the University of Regina Faculty Association, the University of Saskatchewan Faculty Association, the Saskatchewan Teachers' Federation and ACTRA (the Association of Canadian Radio and Television Artists).

Saskmedia has begun to produce programs. In spite of the fact that agreements have been negotiated by consortiums in other provinces, Saskmedia has repeatedly frustrated attempts to reach an agreement. Saskmedia has also challenged the status of the consortium and the right of the individual organizations to negotiate in such a collective manner. If meaningful negotiations do not commence during August, the SAAE will recommend that its members refrain from entering a freelance contractual relationship with Saskmedia.

Alberta

Negotiations on a second agreement between the Alberta Educational Communications Corporation (ACCESS) and the Alberta Association of Artists and Educators (AAAE) are expected to be completed by the end of August. The AAAE is a consortium composed of the Confederation of Alberta Faculty Associations (CAFA), the Association of Alberta College Faculties (AACF), the Alberta Teachers' Association, the CAUT and ACTRA (the Association of Canadian Radio and Television Artists). Like the SAAE in Saskatchewan, the consortium negotiates writer and performer/educator agreements with ACCESS on behalf of its members.

British Columbia - Anti-inflation Guidelines Approved, Winegard Commission, UBC Arbitration Award, NDU Status Still Uncertain

In June, the B.C. Government passed the Anti-inflation Measures Act, officially joining the Federal Government's wage and price control program. Saskatchewan is now the only province which is not a part of the federal program, although it has established a Public Sector Price and Compensation Board.

The Minister of Education has appointed William Winegard, former President of the University of Guelph to make recommendations concerning the offering of university programs in non-metropolitan areas of B.C. During the month of June, the Commission travelled to various parts of the province to conduct public hearings and accept briefs. Briefs have been submitted by CUFABC, FANDU and CAUT. Recommendations to the Minister will be made this fall and will likely influence the future of Notre Dame University of Nelson.

At U.B.C., an arbitrator has ruled that the university falls within the jurisdiction of the federal government's Anti-inflation Act. The award provides for 1976-77 salary increases of \$1,050.00 plus 3.16% of salary at June 30, 1976. In addition, 0.75% of 1976-77 payroll was allocated for merit increases and \$250,000 was set aside to rectify anomalies. Total cost of the package is slightly more than 8%.

At the University of Victoria, negotiations on 1976-77 salaries were frustrated by an apparent attempt to delay a settlement pending the outcome of U.B.C.'s arbitration. Once the U.B.C. award was announced, the University offered a general increase of \$725.00 plus 3%, increments of \$800.00 and 0.2% for anomalies. The Faculty Association negotiators rejected this offer, but it was implemented without further negotiations.

A "Committee to Re-educate David Lewis" was formed by the Simon Fraser Student Society to protest the presence of the former federal NDP leader, who was on campus to teach a summer session course. The Student Society had requested Lewis to refuse the invitation to teach because Simon Fraser remains under censure and boycott by 13 professional organizations, including the CAUT.

The status of Notre Dame University of Nelson remains uncertain and the University is likely to remain in limbo until the Winegard Commission has made its recommendations. Operating funds have only been provided for ten months, starting July 1, 1976. First and second year courses have either been discontinued or transferred to nearby Selkirk College in Castlegar. In addition, 13 tenured faculty have been severed and are not likely to have teaching duties in September, although they remain employees until mid-December because notice of termination was not given until May. Discussions continue with the University and the provincial government on suitable termination arrangements.

With the assistance of a provincial government mediator, negotiations on NDU's third collective agreement have proceeded slowly. Progress has been seriously hindered by the uncertainty surrounding the institution's future, funding limitations and a number of outstanding grievances.

THE UNIVERSITY OF WATERLOO

Invites Nominations For The Office Of
DEAN OF SCIENCE

for a five-year term, commencing July 1, 1977.
Nominations may be made in writing to:

Mr. J.W. Brown, Secretary
Selection Committee for the Dean of Science
Needles Hall
University of Waterloo
Waterloo, Ontario
N2L 3G1

Letters

Library governance

I would like to reply to the article by Margaret Beckman in regard to library governance which appeared in the March issue of the CAUT Bulletin. I am pleased that she agrees with the CAUT/CACUL position that authoritarian bureaucracy is no longer a reasonable form of governance in the university library. I also suspect that her recommendation of participatory structures is not as far removed from the collegial structure as she seems to imagine.

I do not think that the authors of the CAUT/CACUL document had in mind a governance structure in which the librarians by themselves made all the decisions in relation to the Library. That is why they recommended that the structure be responsible to the Senate since the Senate as ~~sup~~ supreme academic body should set all general academic polity. It seems to me unfortunate that Ms. Beckman seems to prefer the old fashioned route of reporting to the President and the Board. It goes without saying that it would be unreasonable to have such a reporting system until universities accept the notion of representation by professional librarians on the senate both through the chief librarian and by elected representatives.

It seems to me that senates would not wish to deal with the details of library policy but would be content to devolve this power to a management committee of the library which, in my view, should be composed of the senior management of the library and of elected representatives of the libraries chaired by the Chief Librarian. This would eliminate the double channel of communication which Ms. Beckman rightly suggests would be pretty silly. I would expect that the Senate would hold the Chief Librarian as chairperson of this committee and the committee as a whole responsible for creating and implementing effective management decisions including review of personnel, budgets and other matters mentioned by Ms. Beckman. Such a committee could create the evaluation systems, criteria for new jobs, development plans, in service systems, etc.

At the moment the crucial difference between Ms. Beckman and the CAUT/CACUL proposal seems to be whether or not a management team headed by the Chief Librarian develops these proposals and then consults the librarians thereby, in my opinion, ensuring that consultation will only result in marginal changes or whether the original team is composed both of management and of the librarians, or their elected representatives. It seems generally agreed at the moment that evaluation schemes and similar devices are much more likely to succeed where they are self-created than where they are laid down from on high even if opinions are asked for first.

Other critics of the CAUT/CACUL position seem to dwell on the production line nature of the library. However, it is important to remember that even on the productionline, questions are being asked about workers' democracy. If German fac-

tory workers can sit on the boards of their companies, why cannot the elected representatives of the librarians sit on the management committee of the library?

However, I suspect that in practice Ms Beckman's two models, collegiality and participatory management, would in fact over time blend into each other. Certainly her suggestion of experiment and reporting will, I am sure, be welcomed by all those involved in the process of elaborating the CAUT/CACUL position.

Donald C. Savage
CAUT

"Just the facts, M'am..."

In your issue of May 1976 (see your Western Report section) you mention that university spending estimates for the 1976-77 fiscal year have been limited to 10.6, and by implication link this to a series of articles I wrote in The Vancouver Sun on university salaries.

I do not know whether my pieces had any influence on the provincial government's approach to university expenditures, but I do know that the comments by your Ron Lowe concerning the articles in question are inaccurate.

For example, he states that "the basis for much of the criticism was a study of colleges and universities in the United States offering programs in mineral engineering." And again, "the reporter alluded to 'confidential' sources within the university."

For the record, let me say that very little of the criticism was based on U.S. institutions offering mineral engineering courses. Of the five pieces that appeared, only one referred to such courses, and the information in it was provided by Dean R.N. Orava of the South Dakota School of Mines and Technology. He was prompted to do this by my previous articles.

I did not "allude to confidential sources" (by which, I take it, you imply that my information was unsubstantiated). I used, and stated that I used, confidential statistical analyses compiled by the University of British Columbia itself. The evidence was irrefutable.

Finally, you state that a more accurate interpretation of salaries and promotion procedures was provided by Professor D.M. McRae, President of the UBC Faculty Association. Professor McRae did furnish The Sun with a rebuttal, which was run in full. However, as a reporter, I am not concerned with or about "interpretations," but with facts.

Doug Collins
Editor, Page Six.
Vancouver Sun

An open letter to CAUT

Donald Savage's response to Prof. Strickland's letter in the May 1976 issue of the Bulletin (p. 5) said in part:

"The founders of the CAUT had to deal with the problem of whether

Lettres

CAUT was primarily a federation of associations or a body with individual memberships. The division was made in favour of the federation of associations."

It happens that the Executive Secretary's reporting of the history of the CAUT in this matter is inconsistent with that provided by Prof. V. C. Fowke, who was the CAUT's president from 1954 to 1956. The following quotations are from Prof. Fowke's "Professional Association: A History of the C.A.U.T.," Appendix B of G. Whalley (ed.), *A Place of liberty* (Toronto: Clarke, Irwin & Co., 1964):

"It was generally agreed that a national agency could achieve strength and effectiveness only if it could command the active participation of the widest possible membership, and to overcome the natural divisiveness of Canadian university life it would be necessary to encourage every possible unifying influence. Direct individual membership appeared to be indispensable. This neither necessitated nor prohibited local organization, nor did it indicate any particular kind of relationship between the national and local associations, if locals were foremed... (It was agreed at the preliminary meetings in 1950, and reaffirmed at McGill in 1951, that the national organization should be an association of individuals, not a federation of locals." (p. 200, emphasis added.)

"The first amendment of the constitution, approved by the annual meeting in June 1952, altered Article 3 to permit membership not only by individuals as before, but also by groups: 'such associations of university of college teachers and university workers as the Executive Council may approve' (p. 201, emphasis added.)

"After revision by Council, the draft (of a new constitution) was referred to the local associations for comment and, after further revisions, was adopted in June 1960. Amendments proposed by the U.B.C. Association which would have eliminated individual membership in the C.A.U.T. failed to win approval at the Council meeting in November 1961." (pp. 213-14, emphasis added.)

Elsewhere in his appendix, Prof. Fowke points out that membership in the CAUT has usually been through local associations and that "individual membership accommodated only a small number of persons at any time" (p. 201). But the above quotations make it clear that the founders of the CAUT encouraged individual memberships and, indeed, voted down their exclusion in 1961.

In contrast to the membership definitions in the original constitutions of the CAUT, the current membership definition is not a part of the 1970 Constitution, but is merely specified in Section III of the CAUT By-laws which were enacted by Council Resolution, November 1971 and revised May 1973 (W. Goede (ed.), *C.A.U.T. HANDBOOK*, 2d ed., 1973, pp. 3-21). Section 1.2 of those By-laws provide for their amendment by a two-thirds ma-

Cont'd next page

Letters, cont'd.

jority of votes cast at a meeting of Council.

Because Prof. Strickland excluded himself from the local Carleton union "for reasons of conscience" he has been excluded from CAUT membership even though he states that he has always firmly supported the aims and activities of the CAUT. We, the undersigned faculty members of York University, abhor this arbitrary exclusion of a loyal member by the CAUT Council, an exclusion which is completely at odds with the original and long-honoured policies of the Association as well as with the academic freedom which you purport to uphold. Furthermore, we wish to advise the CAUT Council that there will be faculty members and librarians at York University who will refuse to join any union for reasons of conscience and, thus, because of your policy will also be excluded from the CAUT with the attendant loss of dues for the Association. To prevent this, we call upon you to amend Section III of the By-laws to permit individual memberships in the CAUT in the manner promoted by the founders of the CAUT who wisely endeavoured "to overcome the natural divisiveness of Canadian university life." Finally, we call upon Prof. Strickland and other like-minded faculty members of Canadian universities to join us in protesting this divisive policy of the Council.

Robert P. McEachran, Physics

G. G. Shepherd, Physics

D. J. Daly, Economics

Gordon C. Shaw, Management Science

G. B. Loughton, Biology

and others, York University

Ed. Note: Under the provision of locked-in membership approved by the CAUT Council in May 1975, effective July 1, 1976, local associations are required to pay fees to CAUT for all full-time members. Anyone eligible for full-time membership in a local association who chooses not to belong to that association is not eligible for membership in the CAUT.

"Women in Engineering"

In your May 1976 issue, the article on "Women in Engineering" by Rose Johnstone contains a table listing numbers of female staff in engineering schools. The figure for the University of Toronto is wrong. If we are responsible for the erroneous figure, my apologies! In fact on the regular staff of this Faculty, there are five females - one full professor, two associate professors, and two assistant professors. This represents about 3% of the professorial staff.

Sincerely yours,

B. Etkin

Dean, Applied Science and Engineering, University of Toronto.

CAUT Lobbying Lauded

As one who has occasionally been critical of the CAUT, I trust you will allow me to extend my congratulations on the lobbying programme outlined in your CAUT News.

I have been urging for some 10 years that the university undertake a vigorous public relations campaign. My proposals were addressed principally to the AUCC, the AAU and the ACUIB and the response has been somewhat hesitant. The speed with which the CAUT was able to mount a campaign in the current emergency climate shows what can be done and I hope your efforts will serve as an example to all sectors of the university community.

I trust you will follow up on this excellent start and will recognize the need to persist through the difficult years which face Canadian higher education.

Jeffrey Holmes

The Young Canadian Scientist's Dilemma

I would like to point out some of the effects of the lack of a Canadian science and science educational policy on the younger Canadian scientists.

Excellent arguments in favour of a Canadian science policy have been made in the Report of the Senate Special Committee on Science Policy (1) and more recently in a report on Canadian studies. (2) Both of these studies make a good case for a distinctive Canadian Science, however, the effect of a lack of Canadian science policy on the younger scientists is neglected. The morale of young Canadian scientists is very low. There are two basic reasons for this.

1. Science research positions in industry, government and the universities are for all practical purposes frozen.
2. The scientific training they have received at the tax-payers expense is said to be too specific and curiosity oriented to be of any relevance.

The young scientist is told that he has had a free ride furthering his education and pursuing exotic fields, he should now hustle up a job and do something of relevance. Most of us have been trying to do just that, however, in many cases the problems faced are insurmountable and many have had to take positions where their training is of no relevance.

The government's attitude to science seems to be: A little support here and there should keep most people happy. This has the effect that there is no incentive for people planning a science oriented career to pursue one field over another - it is as easy to obtain support to pursue theoretical elementary particle physics as it is to obtain support to pursue soil mechanics, for example, and in the academic environment the former is more prestigious. As a result, there are now in Canada, a pool of about 300 highly trained and specialized physicists with Ph.D. degrees who are competing for a diminishing number of university and government physics research positions, and there is no indication that the number of new Ph.D. graduates in physics is decreasing (1) Although I do not have figures, the situation in other fields of science, such as chemistry, biology and mathematics, is not much better.

The Ph.D. graduate is encouraged to

continue his research by taking up a post-doctoral position, which is relatively easy to come by but offers no future prospects. A full 40% of recent Canadian Ph.D. graduates in physics have taken up such positions, and many are now in their second or later post-doctoral position.

Having now specialized his research still further, the only positions open to the young scientist are another post-doctoral position or a teaching-research position at a university. The latter requires teaching experience and he agrees to do some teaching in addition to post-doctoral research with very little additional remuneration. Soon, he finds himself carrying almost the full load of a professor, with about half the pay and without any of the status and security of the professor. At this stage, even the most dedicated become disillusioned. They are in many cases doing better and more research than their professor colleagues, however, they have no future prospects. Industry and government turn a deaf ear - their research is too specialized and at the universities there is a new crop of graduates who are willing to work in obscurity for less money. There it ends - his education and research has been for nothing - a waste of effort, money and talent.

This situation can and must be rectified. The first and most important step is for the government to set priorities in consultation with industry and the universities on what research or research areas should be pursued and expanded. Scientists should then be encouraged to move into these areas using the government's control of the research money. Graduate study should be encouraged by making graduate fellowships and scholarships more accessible to those interested in pursuing these priority areas. This could be done by a point system based on the relative priority of a particular research program. The policy of rewarding excellence for excellence's sake is not applicable as long as there is no future requirement for this excellence. Unless the government decides to expand the basic research in government laboratories or to create purely research positions at the universities, there is no future for new basic researchers. The tenure system at the universities ensures that this situation will continue for many years. Although the basic research at the universities would be improved by the input of new talent, there is at present no room for this talent to develop to its full potential.

The concept of post-doctoral fellows should be discouraged by cutting research grants to individual researchers to pay for them. Instead, the formation of research groups involving a larger spectrum of present university investigators should be encouraged. If basic research positions at universities are desirable, these should be positions with some status and respectability rather than the present post-doctoral positions.

The responsibility of the government is to determine the science priorities for Canada and to be willing to back up these priorities; tell the young aspiring scientists what science it is willing to support and then support this science with vigour. Don't let all the potential talent go to waste.

Cont'd on p. 34

Special Report

La réunion annuelle du Conseil de l'ACPU s'est ouverte en mai dernier avec un panel sur le problème des restrictions budgétaires. Les trois panellistes étaient Carolyn Polowy, un conseiller légal auprès de l'American Association of University Professors, Jack Ord de l'université de Waterloo, et Donald C. Savage, secrétaire général de l'ACPU.

Lors de son exposé, Donald Savage a souligné le besoin d'une planification rationnelle face aux restrictions budgétaires. Selon lui, les professeurs doivent examiner les données du problème à la fois au niveau national et provincial sur la base du long terme. Pour ce faire, une façon de procéder est de s'engager sur le front politique: rendre public leurs points de vue et les faire valoir au moyen d'un groupe de pression bien organisé. Il est important aussi, dit-il, d'inclure dans la convention collective une clause spécifiant les procédures à suivre dans le cas de déclarations de restriction budgétaire, et de protéger légalement ces conventions.

Jack Ord nous a rappelé que, jusqu'en 1983, s'attend à une augmentation annuelle de 2% dans les effectifs d'étudiants, après quoi les effectifs devraient commencer à diminuer, ce qui est apte à produire les pires crises. On devrait utiliser, dit-il, la période précédent 1983 afin de diminuer le taux d'augmentation des professeurs de telle façon qu'il y ait moins de professeurs en trop lorsque la crise surviendra. Le professeur Ord insiste pour que les professeurs abandonnent l'idée des années soixante sur l'engagement illimité, même dans le cas des facultés où des départements soignant à forte croissance, s'ils ne veulent pas se retrouver avec la possibilité de mises à pied "en masse" lorsque surviendra le déclin des effectifs.

Fraitant de l'expérience américaine dans le domaine des déclarations de restriction, Carolyn Polowy dit que des données statistiques semblent indiquer que les coupures sont effectuées par l'attrition plutôt que par mises à pied directes ou résiliations. À son avis, l'état de l'enseignement supérieur aux États-Unis en est un de non-

croissance à l'heure actuelle. L'AAUP tâche de fournir un leadership et une direction aux professeurs et aux institutions sur les décisions économiques, et s'est concentrée à clarifier et développer des politiques et des procédures face aux situations impliquant des restrictions budgétaires. L'Association travaille aussi à obtenir des précédents légaux favorables à la position des professeurs de sorte que le litige puisse devenir une autre trctique utile face aux institutions qui ont déclaré l'état de restriction budgétaire.

Le panel fut suivi d'une période de questions, durant laquelle les panellistes ont répondu à des questions portant sur des applications spécifiques des idées générales décrites auparavant.

The CAUT Council meeting in May opened with a panel discussion on the topic of financial exigency. The panel consisted of Carolyn Polowy of the AAUP, Jack Ord from the University of Waterloo and Donald Savage, CAUT professional officer. The discussion was chaired by Jill Vickers, CAUT President, whose introductory remarks follow:

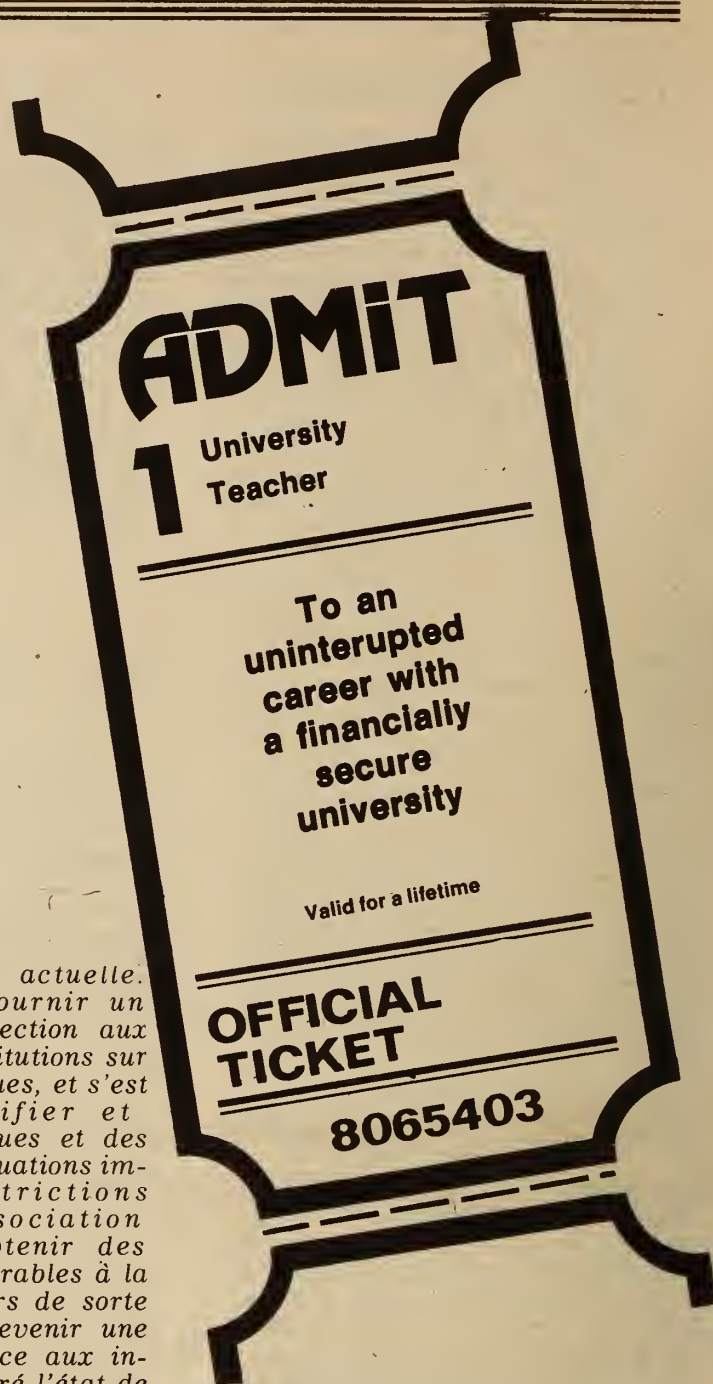
I'm sure that most of you are fully aware of that the problems of redundancy, financial exigency, financial strigency - it goes by many euphemisms and basically means being fired because they say that they haven't enough money is of concern to all academics, not only in this countrv but in the U.S. where I think say that they haven't enough money, is of of experience with it recently. Its also a matter of concern in the U.K. and what we hope the panelists will do for you tonight is to put in a more general context some of the nagging fears that you may have had discussed in the secret conclaves of your individual faculty associations and

in the more public conclaves of your university senate. I will ask Don Savage to begin.

Donald Savage

It seems fairly evident that the issue of financial exigency and the pressures of government to declare various members of the university community to be redundant or restricted in their employment is one which is a very serious and pressing one for us. I can remember in the dear dead days of 1970, when I attended a meeting of the CAUT, I was assured by a delegate who lived west of the Ottawa River that exigency was a problem that occurred only east of the Ottawa River and those who were fortunate enough to live west of it need not bother to participate in the discussion. I notice that there are a number of people from west of the Ottawa River here tonight which would suggest that indeed this has become a nationwide concern.

I believe that there are three aspects to our response which are of great importance. The first of these is that there should be some degree of rational planning. I think perhaps Jack Ord will have some more to say about that issue, but I'm concerned that faculty associations and university administration should not be panicked by things that are not actual-



ly there. In that context I would draw your attention to a report which has just come out — jointly sponsored by OCUFA and COU—concerning the question of what will happen in relation to faculty members when and if student numbers go down in the 1980's.

I'm not suggesting that that report has, in fact, solved all our problems or has all the answers but I would suggest to you that it is an example of a cool and rational approach to what has been a very emotional problem. I hope that it would be possible to extend the process of examining our problems on a long term basis across the country at both the Federal & Provincial level label. It seems to me that we have to be certain of what the consequences are in terms of faculty complements in relation to demographic changes amongst the student population. We have to be concerned too, that the projections of the planners have not always been right in the past and that we might perhaps look into some of the history of planning to ensure that we do not duplicate the mistakes that were made before.

There are a lot of issues in this country where it seems that the application of reason has not really been terribly successful to date. There is not only the matter of the relation of faculty complement to existing student populations, but the whole question of student funding. This is something which, given its federal/provincial manifestations, is difficult to attain any kind of master plan for but, nonetheless, one whose consequences will have a profound impact, not upon the students but clearly upon the faculty. I also feel that, in the area of the federal government's support of higher education, there has been an unwillingness to involve the representatives of university administrations and faculty in developing the best form of delivery of federal funds to the university system. I think that all parts of the university system have been saying that to the federal government in recent months.

But I don't think that the application of pure and distilled reason will solve all our problems. I think that's where we begin and I'm quite certain that the work will have to be done by others. If it is done by others, it is likely to be done for reasons of which we might not approve. That leads me to the two other areas where I think faculty associations, as well as provincial and federal associations, must act. In order to convert rational planning into government policy, it's essential to engage in the political process. If we do not do that — if we merely advise governments as to the best way of doing things and assume that because it is demonstrably best that they go ahead and do it — I'm sure that we will be sadly disappointed. That is why I think that the kind of developments that are taking place in a number of parts of the country and in Ottawa are indeed pointed in the right direction: not just the organizing of traditional style where officers and employees of our organization lobby people within the government, but also the public dimension of that lobbying because I am sure that without it we will not achieve the success we would like. I think that the CAUT lobby in March which we regarded as the opening shot of a continuing, and probably never-ending, campaign to influence the federal govern-

ment is the way in which we have to go at all levels of government. I would point to a number of other things.

It is very evident from our experience of lobbying politicians to date that there are some things that are the *sine qua non* of the lobbying business. In Ottawa it is clear that one of the first questions that you are asked if you are English is whether the francophone professors support your point of view and if you are French, whether the anglophone professors support your point of view. It seems to me that those of you who have seen the correspondence between myself and Joe Clark, would have that underlined several times. That is why, of course, the move of FAPUQ to rejoin the CAUT will, I think, have very significant and very useful results in terms of our activities with the federal government. I also feel that it is important in the lobbying business to have allies. I suggest that

**I'm also aware that we do,
as university professors,
have a singular facility for
cutting our own throats
from time to time.**

academics in general, in the past, have tended to feel that they really didn't need to have allies, that they were above the political game and that other people might engage in it but they didn't really have to. They could, perhaps, regard those who did as somehow or other lesser organizations if not lesser beings. But when it comes to dealing with politicians, they have a remarkable facility for being able to count the number of people whom you represent. Frequently, it is one of the very first questions they ask you.

One of the heartening parts of lobbying at the federal government has been to note the number of organizations that are prepared to support what CAUT has been doing and to assist us with information, with lobbyists, with contacts and the like. I am referring, of course, to our friends the Canadian Federation of Biological Societies, the Biological Council of Canada, the Humanities and Social Science Research Councils, the Committee of Canada University Chemistry Chairmen and the Society for Clinical Investigation. Without that kind of cooperation, with learned societies and with other groups, it seems to me we are not likely to get as far as we might otherwise do. I would extend that observation beyond the more obvious allies to other groups within the community. I suggest, for instance, what is happening to the nursing community in Canada is something which we should indeed be concerned about because the decision of provincial government to reduce the number of nurses in employment seems to me exactly the kind of formula that may be applied to us next year, the year after, or the year after that. I believe that there are possibilities for discussing with other professional groups, other than university professors, a common approach to the funding of the professional activities with which we are all engaged. I'm also aware that we do, as university professors, also have a singular facility for cutting our own throats from time to time and in that capacity it seems to me that

we have to consider the kind of actions that we take as a Council in the name of the CAUT, not only in and by themselves but also in the context in which they will be seen by politicians and by the general public.

The third general area I would refer to is that of action at the local level, to secure the maximum contractual protection for faculty members should the onslaught occur. It seems to me that although this has been discussed mostly in the context of collective bargaining through certified locals, this is not by any means restricted to such local associations. It is clear that in some provinces, such as British Columbia, it is possible to have a formal contract with the university administration which can indeed deal with terms and conditions of employment. But whatever the device, whatever the approach of the faculty association, I would urge everyone to weigh seriously the consideration of a legal status for the protection of faculty contracts rather than non-legal status. I am particularly concerned about that, and have been for some time.

It seems to me that we have had demonstrated in the past, not in the context of financial exigency but in other contexts, that when a major and massive crisis comes to the campus, it is the very worst time to start considering the contractual formulations under which faculty members happen to conduct their work. And it is in that kind of panic situation that boards of governors may well decide to override things that they have never overridden before; they may decide that their duty is to the tax-paying public or the provincial government and thereby repeal bylaws or alter them in a way which will allow them to more successfully deal with the financial crisis. And if they are in a position to do that unilaterally, it seems to me that faculty are in a weak position to do something about it. So, as I say, whatever the formulation contracts might take, whether by collective bargaining or by the kind of arrangements that exist at U.B.C. or the University of Alberta, I think it is essential to nail down for each faculty member on each campus the maximum protection that can be secured. I don't for a moment pretend that that protection is absolute. It isn't, but it can, I think, contribute in several important ways. It can set down certain kinds of procedures which force the university administration to adopt long term rather than short term planning. If it is simply legally impossible to fire people for financial exigency because not enough sociology students turned up this September, then they just can't do it that way and they have to realize that the only valid way to look at these problems is through long term projections.

We need to ensure that it is legally impossible to declare faculty lay offs unless there is a *bona fide* bankruptcy situation. I also think that contracts can indeed ensure that there is a fairness involved in any procedures that might involve redundancy of faculty. I can assure you that if it occurs, it will be a nasty and difficult situation. I am sure you will be aware that the knives will be out, and it is precisely in that kind of situation that a rational, constitutional structure that can stand the stress of that situation needs to be in existence and needs to be backed, in my

view, by the force of law. It also seems to me that through contractual provisions you can prevent what has, in my judgment, occurred in at least one Canadian university and that is the declaration of a phony financial exigency. I believe that since one faculty association already has gone through that process it is not likely to be restricted to one campus. It is important that the *bona fides* of any financial exigency be established and under a requirement of law not a requirement of a gentleman's agreement. I would urge faculty associations to consider seriously the kind of contractual arrangements that exist either in collective bargaining or in Alberta and B. C. although, in my personal view, collective bargaining provides greater legal protection since the courts have not ruled on the validity of the arrangements in B.C. or Alberta.

There are, of course, some particular problems that cut across the traditional way of dealing with financial exigency which I think faculty associations, in whatever stand they take with their administration, need to consider and have an answer for. The traditional way of dealing with layoffs is to say 'last in first out'. That, I think, raises some interesting questions in relation to junior faculty in the university - it also raises some questions as to the issue of Canadianization. If the University hires Canadians, it turns out that many of them are at the junior levels within the university. If it enters a period of financial exigency where it fires Canadians and retains non-Canadians. I can assure you that will not go unnoticed in the political process both provincially and nationally. Of course the same problems arise in relation to the attempts of universities to rectify the under-representation of women on the faculties of universities. The same question can be asked - will the result of financial exigency mean the removal of a large percentage of the women faculty in Canada? Are there solutions to these problems, are there ways we should go about approaching them in a different manner than the typical industrial model for layoffs? With those thoughts, I would like to stop and pass on to the second speaker.



Carolyn Polowy

The vocabulary that is used to describe "redundancy" may be different, but the concerns of faculty in the U.S. about "retrenchment," as we call it, and its effects, are similar to the concerns of Canadian faculty.

Although economic cutbacks have been announced in public and private institutions both large and small, it has been impossible in many cases to determine the immediate impact of these announced cutbacks, particularly as to how they affect faculty. One suspects, and the statistics seem to support the proposition that most institutions are cutting back through attrition rather than through direct terminations, or layoffs. That is, faculty who leave voluntarily or through non-reappointment or through retirement are not being replaced. New positions are not being created.

The term "steady state" is being used to describe the no growth status of higher education in the U.S. While it is still difficult to determine what the statistics will establish for the 1975-76 academic year, the 1974-75 AAUP Report on the Economic Status of the Profession indicated that the overall number of fulltime faculty members in the nation's colleges and universities had fallen slightly. The survey also indicated that approximately 50% of the faculty at all universities are tenured. A survey prepared by the American Council on Education in December of 1974 established that fewer of the faculty being considered for tenure are actually granted tenure. The ACE survey also indicated that institutions were increasingly placing formal goals or limits on the percentages of tenured faculty. Although these surveys may indicate the more subtle effects of financial pressure, there have also been real terminations of both tenured and nontenured faculty as a result of the economic crunch.

What has the American Association of University Professors been doing in response to these problems? Obviously we are unable to assist directly an institution in the balancing of a budget. However, through the activities of Committee A on Academic Freedom and Tenure and through our collective bargaining efforts, and by increasing our

participation in litigation, the Association has attempted to provide some leadership and guidance to faculties and institutions facing tough economic decisions. In addition to investigating violations of association policies, Committee A has been concentrating on clarifying the meaning and intent of the existing Association policies which deal with financial exigency. The 1940 Statement of Principles on Academic Freedom and Tenure states that termination of a continuing appointment because of financial exigency should be demonstrably *bona fide*. This is all the 1940 Statement has to say in interpretation of the narrow exceptions it allows to the fundamental principle that service of faculty with tenure "should be terminated only for cause except in the case of retirement for age or under extraordinary circumstances because of financial exigency." In order to clarify further the 1940 Statement and interpretive comments, the Association recently reviewed its policy statements applicable to financial exigency and discontinuance of academic programs. Most of the relevant policy formulation is to be found in our **Recommended Institutional Regulations on Academic Freedom and Tenure**, which is annotated by separate operating guidelines on financial exigency. The recent proposed changes in the **Recommended Institutional Regulation 4** have been approved by Committee A and by the Council.

Briefly summarized, revised **Recommended Institutional Regulation 4** describes the respective roles of faculty and administration in the identification of a financial crisis, the development of specific responses to the crisis in terms on cutbacks, the identification of criteria for choosing faculty to be terminated and the protections to be afforded faculty who are terminated. The faculty play a dominant role in deciding the appropriate response to a *bona fide* financial exigency and the identification of criteria for termination. The Regulation provides that the administration plays a principle role in establishing both the existence of a demonstrably *bona fide* financial exigency and in deciding which individual faculty should be terminated.

Other aspects of the revised **RIR 4**

should be mentioned. The revised Regulation recognizes that educational policy is a factor which will play a key part as a standard for determining termination of tenured appointments. As a part of educational policy the revised regulation permits consideration of affirmative action obligations in determining who is to be terminated. Age and length of service are also appropriate criteria to be considered. The regulation distinguishes between cases of financial exigency the institution must seek other suitable positions for the faculty members who are to be terminated, or who are involved in the program. However, where a program is being terminated the faculty member must also be given an opportunity for retraining, if that's possible, and if that will enhance the individual's opportunity for qualifying in another position.

While Committee A has been formulating or revising financial exigency policies and assisting individuals, many faculty have been seeking assistance in the area of collective bargaining, perhaps with the belief that faculty response to institutional financial crisis will be more effective and united through the intervention of a bargaining agent. The Association has had substantial activity in the past year particularly in public institutions located in states which are experiencing several financial or budgetary problems. In addition, in states like Connecticut, New Hampshire, Maine and Nebraska, new public employee bargaining laws applicable to higher education

have also provided a foundation for recent faculty interest in collective bargaining. Retrenchment and financial exigency are serious issues in organizing and if the bargaining representative is successful, these are priority items for negotiations.

The AAUP as a bargaining agent cannot perform miracles, but faculty bargaining representatives at Wayne State and Rutgers, for example, feel that their participation in discussions of cutbacks with the administration have helped to limit the impact of retrenchment on faculty and have also provided alternatives to termination of faculty. One good example was the closing of Monteith College at Wayne State. Although the entire college was shut down as an economy measure, not one faculty member was terminated as a result of discussions.

A third area in which the Association has placed increasing emphasis is on litigation involving issues related to financial exigency or discontinuance of programs. Useful and important legal precedents are evolving as a result on the Association's interest in this area. For example, in the case of AAUP v. Bloomfield College, an excellent state court decision was rendered applying Association policies to a claim of institutional financial exigency. The Court concluded that the termination of thirteen faculty who had been laid off under the guise of financial exigency had not been accomplished in good faith on the part of the administration and the Court ordered the reinstatement of the faculty. The Bloom-

field decision was affirmed in pertinent part on appeal. Another recent decision issued by the U.S. Court of Appeals in Washington, D.C. in *Browzin v. Catholic University* provides substantial legal support for the application and interpretation of Association principles. Browzin was an individual tenured faculty member at Catholic University who was terminated on the grounds of financial exigency. The Court concluded, however, that Browzin had been terminated as a result of a discontinuance of his particular program and, under AAUP Recommended Institutional Regulations which the parties had agreed applied to the institution, the Court held that the Catholic University was required to offer Browzin another suitable position prior to terminating him. Although Catholic University was held to have violated their own regulations, Browzin had already found other employment so he was not ordered reinstated. The Association's participation as a "friend of the court" in the case provided substantial assistance in understanding academic policy questions. Perhaps through this coordinated approach, and probably only by working on several fronts, will the Association be able to ease the impact on faculty of the financial crisis facing many U.S. higher education institutions.



Jack Ord

A year or two ago redundancy firing was the hot topic for discussion in faculty association circles, but this is no longer true today. There are two reasons for this: an upsurge of interest in collective bargaining has made it today's hot topic, and the demographic projection which predicted redundancy firing by 1978 turned out to be wrong by a few years. This does not mean, unfortunately, that the

problem has gone away — it is just as serious as it ever was, and it will become even more serious as time passes if no solution is found.

The term 'redundancy' is not really appropriate to define the problem. The man in the street might well visualize a redundant professor as one who sits in a classroom ready to take over if the lecturer drops dead. Faculty members would find such a concept amusing, but few faculty themselves have a clear understanding of the problem. Most faculty visualize redundant professors inhabiting obscure departments without students in other parts of the university.

The redundancy problem is precisely what Professor Vickers defined it to be in her opening remarks: money — money to fund academic salary budgets. At the University of Waterloo our appointments policy accepts this definition, and the redundancy firing provisions come into effect only if the entire university faces a financial crisis. The concepts of tenure and redundancy clearly apply to the university as a whole rather than to any of its subunits.

In order to understand the redundancy problem we must look at all of the factors affecting the size of academic salary budgets: the number of faculty, their age distribution, and the salary scale. At the present time, a great deal of effort is being devoted to the setting up of quantitative models which can be used to project the size of academic salary budgets through at least until 1990. The report of a joint OCUFA-COU study has been released within the past month. It is titled 'The Ivory Tower and the Crystal Ball', and deals primarily with the problem of the skewed age distribution of faculty, but it



includes also a recent demographic projection of student enrolment which shows a 15% decrease in student enrolment between 1983-1993.

I did some work on the redundancy problem at one time as one of three professors who, along with three university presidents, made up the so-called Two-Tier Working Group which attempted to set up province-wide salary negotiation in Ontario. From the outset it was clear that we would have to deal with all of the factors affecting academic salary budgets, for if salary scales are set provincially, then the number of faculty employed and their career prospects become provincial issues also. In our initial discussions on this point, the presidents argued that attempting to deal with these matters provincially would be a dangerous course of action because it would almost certainly lead to a serious loss of university autonomy. We argued the counterposition that if we were to deal with the entire academic salary budget we would have the opportunity to try to solve the redundancy firing problem and problems arising from the skewed faculty age distribution. We agreed that autonomy would be lost, but argued that if all that autonomy has to offer is a choice between lowering salaries and firing faculty, then autonomy is probably not worth having in the first place. Our arguments carried the day, and the working group launched a serious attempt to solve the problem in its entirety. Perhaps all that need be said here about our efforts is that we failed, but we came a lot closer to success than even the most optimistic of us would have predicted at the outset. Our failure was not the failure to find possible solutions, nor was it the failure to reach agreement within the working group. In my opinion, it was the failure to convince one key person of the merits of our proposals. The working group at its first meeting included the late John Deutsch, principal of Queen's University, who subsequently retired from that position and was replaced on the working group.

He opposed our initial proposals within the working group, and he opposed the final proposals of the working group when they were submitted to OCUA of which he was a member. It is a tribute of sorts to his enormous influence on Queen's University, COU, OCUA, and the provincial government, that the proposals from the working group had little chance of success without his backing.

When the working group failed in their attempt to solve the problem, OCUFA

was faced with the problem of deciding on a continuing course of action. One could, of course, simply do nothing and trust COU and the government to find a solution when the problem becomes critical. I doubt that any faculty member who has followed closely what COU has been doing over the last year or two would want the problem handled this way. The alternative then is action of some kind, and soon. The problems associated with the faculty age distribution are continuing problems, but the problems related to student demography have a specific timetable. It can be argued that the 15% dip in enrolment projected to begin in 1983 is an overestimate of the magnitude of the problem. Unfortunately, it can also be argued that it is an underestimate. Within the past week, an article in the Globe and Mail challenged the accuracy of demographic projections for the province of Ontario, and claimed that 11 million is probably a better estimate of the population of the province in the year 2001 than the 12.5 million used in the Ivory Tower report. Also, the models in the report aggregate the total number of faculty in the province. The problem will become critical on some campuses long before the curves in the report predict trouble for the system as a whole.

Even the most optimistic model run in the Ivory Tower report predicts that per student costs will rise by 35% in constant dollars over the next 5 to 10 years. I do not consider it likely that a government which is prepared to take politically unpopular steps to control health costs will be very enthusiastic about this sort of increase in university budgets. If no action is taken, the increase in student enrolment may cushion the effects of the problem until about 1983, but by then it will be too late to find a solution.

It was perhaps unrealistic to think that the Two-Tier approach could solve the problem. The hope was that if three faculty members, three university presidents, and three government representatives were to sit around the same table and deal openly with the problem, a solution could be found. Perhaps a coordinated local campus approach, although indirect and time-consuming, might have a better chance of success. The sort of approach I visualize would have every faculty association attempt to negotiate a satisfactory long-range staffing policy with its Board of Governors with the expectation that if the university followed

such a policy and got into financial trouble, the Board would plead the university's case with the provincial government, and would be prepared to resign rather than start firing professors to balance the budget. This approach may sound even more unrealistic to you than the Two-Tier approach, but I do not see how a Board which takes its responsibility seriously could reject such a proposal outright.

The problem, however, is a problem of provincial funding rather than a local problem, and faculty associations would have to coordinate their efforts to set up a long-range staffing policy. Last fall I tried to get the OCUFA executive to encourage a local campus approach based on the principle that redundancy firing is not an acceptable mechanism for reducing overall faculty numbers or for reallocating faculty resources. I presented a motion to this effect to the executive, and the motion was defeated.

I find it hard even now to put my reaction to the defeat of the motion into words, because when the executive defeated the motion they undermined 18 months of hard work by the three OCUFA representatives on the Two-Tier Working Group. The reason for the defeat of the motion was clearly stated: the words "or for the reallocation of faculty resources" were unacceptable to the majority of the executive. Two members of the executive who just happened to be department chairmen in real life spoke strongly against this part of the motion, but were willing to support the motion if the final part were deleted. I pointed out that such a deletion would defeat the entire purpose of the motion, and so the entire motion went down to defeat. The point at issue here is not a subtle one. Redundancy firing for reallocating resources and redundancy firing to reduce overall faculty numbers are closely related — as the saying goes, you can't have one without the other. If a university is prepared to go through the redundancy firing process to balance teaching loads when there is a drop of enrolment in one area and an increase in another area, then there is no possible argument the university can make to the provincial government against redundancy firing in both areas if enrolment drops in both.

Why then did the OCUFA executive initially wish to split the motion, and finally defeat it? The reason, as I see it, is that faculty members appear to be contaminated with the residue of what I call the 60's attitude. In the 60's, departments tended to grow by elbowing other departments aside at the money trough, and a successful department chairman was usually one with sharp elbows. It is not surprising that the residue of the 60's attitude is most highly concentrated among faculty at the level of department chairman in much the same way as DDT is concentrated at the upper levels of the predator chain. The approach of the 60's may have been the best way to ensure the growth of strong departments, or it may simply have been a system for rewarding greed, but in any event, if the 60's attitude prevails in the 80's then I am afraid we will see a bloodbath in the universities. I hope that a more enlightened attitude will prevail. I am convinced that the problem can be solved, but nothing can be done until faculty agree that the problem is worth solving.

Question Period

Jill Vickers (Carleton)

There's one item of concern that hasn't been alluded to in the Canadian context. We have heard an important discussion that relates to student numbers and relates to the faculty age profile. What we haven't heard about is the impact of government policy. I think we've come full circle, back to saying that the real problem is money. We have asked two members of the audience to comment on the presentations and then we'll throw it open to questions from the floor.

First of all could I ask Gideon Rosenbluth, Past-President of the Faculty Assoc. at U.B.C. to comment and then Andy Brook incoming President of the Faculty Association at Carleton.

Gideon Rosenbluth (UBC)

Madame Chairman, When I was a member of a committee investigating the question of tenure quotas at the University of Manitoba, I noticed that when a university really gets faced with the problem of financial exigency to the point that somebody has to seriously think in terms of firing rather than attrition, then we have a very sharp conflict situation — a situation in which the things that are acceptable to faculty are not acceptable to administration and vice-versa. The only way to prepare for this kind of situation is by emphasising the things mentioned by Don Savage. Lobbying and public relations in the very broad sense. So that at a time of conflict between faculty and administration you have some public support.

Why do I think the conflict is bound to come? Basically everything that has been said has emphasized two things. One is a sort of principle of planning and the other is a principle of faculty participation in the financial processes of the universities to a real and significant degree. Now the sad fact, is that both these things fly in the face of experience. We haven't planned in an academic sense in the period of expansion to any significant extent within any university, so to say that while we haven't planned expansion, the contraction has to be planned, is to introduce an entirely new principle.

If you take the average university president or the average board of governors or even the average senate and you say to them you have to plan for cutbacks if financial stringency comes which involves considerations of academic priorities, they won't know what you're talking about. If they do know what you're talking about they don't want to hear about it, because the process that has in fact worked in the expansion is a kind of jungle-fighting. The good department head is a good jungle fighter; the good dean is a good jungle fighter, with their elbows out and they know what you know about planning.

The other principle is, that it is clearly not possible for faculty or faculty associations to accept the presumption that there is a financial exigency unless they have had a very good look at the university's books and have satisfied

themselves that this is so. The real fact is that at the moment, in most universities, the budgeting process is first of all highly centralized within the administration so that neither Senate nor Board of Governors, nor faculties get a real look at it. Secondly, the process that goes on within the administration is not really a process of making philosophical, well-reasoned decisions about trading-off marginal amounts in terms of academic utility. It is a process of jungle fighting, formalized on pink sheets.

What you're asking for, in the ideas that the panelists have thrown out, is a real revolution in the administrative processes in the universities, both in terms of the whole principle of planning and in terms of the principle of opening up the books and the financial process. You are not going to get such a revolution in the administrative processes within the university, without conflict and without having public opinion behind you. What one has to do is prepare now for this by correcting, what I guess has always been a fault of CAUT, and I perceived that when I was president, which is an inadequate attention to public relations. We've still got that.

Andy Brook (Carleton)

I think the role that AAUP has taken in viewing the crisis which is already real and present in the U.S. is exemplary and should be a model to all of us. I think one factor hasn't been mentioned that's very important and that is, even if some students keep coming in and even if we put the point euphemistically, continue not raising our standards so that we can take as many of them as we can squeeze through the doors, this by itself won't guarantee the long term futures of our budgets. We had in Ontario, not too many years ago, a provincial treasurer who coined the phrase, 'more scholar for the dollar.' I think that we will see increasing pressure from various quarters to increase faculty productivity or increase efficiency. And so even if student enrolments keep going up we may find ourselves forced by those who determine our budgets globally in the situation where it's very difficult for the universities to meet their salary commitments.

One point is the matter of faculty associations engaging in academic and financial long-term planning.

I think that there are two sides to this important question. The one side is that many of us reckon we can do it as well as anyone else and we also reckon that no one else is going to do it anyway, so we better muck in and get at it. But the other side is that if the crunch comes, we, as faculty associations, are going to find ourselves in essentially an adversarial relationship to not only our own administrators but also to broader authorities who are concerned and who have control over university budgets. We want to be very careful, if we might find ourselves in such a situation, not to

become so involved in the process of figuring out how to do it that we have in some way compromised our ability to defend the individuals who are going to be very seriously burned by such process.

I'd like to come now to the third of the three general areas that Don Savage identified in his opening remarks — the area of protection. It seems to me that there is a number of things that as faculty associations we might want to strive to obtain in our relationships with our universities. First of all, to identify our concerns simply as a concern for protection of faculty in a financial stringency crisis is only half the story. We should have an equal concern for what comes out of that process — what kind of universities we're left with. And it is in the context of those two broad concerns that I would like to make a few remarks. One thing is very important in attempting to secure provisions for coping with a financial crisis — that is, to secure well in advance of any projected crisis provisions that have a real deterrent value.

There is a number of ways in which this can be done, but essentially they all amount to stretching out the process. First of all it can be done through securing good long notice periods. Secondly, through securing long notice procedures, and thirdly through securing generous severance procedures. Now each of these three ways has a particular virtue, that is, that a university that has signed on the dotted line, saying that it will follow these procedures, is put in the position where it will have to go through a period of two or three years, or longer, before it can realise any immediate financial benefits. Then at least we're going to have some time to do some planning once the crisis is here.

The second point in dealing with this sort of crisis is to ensure that it is genuine. This involves two things. First, ensuring that some kind of impartial and independent agency with binding power has stated that there just isn't enough money, and secondly, ensuring that alternative measures have been explored and secured. And within the context of these alternatives what the faculty ought to be saying most strongly is that the primary role of the university is to teach and do research, and urge the university to explore the most stringent cutbacks in all other areas before the primary role of the university starts to be cut back. I might add incidentally that the nonfaculty employees of the universities are also usually more employable outside the university and that's another reason for thinking that it's not totally inappropriate that in some cases they should go first.

A third thing that should be explored and should be incorporated into any provisions for dealing with financial stringency are provisions for alternative deployment of faculty through retraining, whether retraining for another job within the institution or retraining outside of the institution.

A fourth and very complex area that has to be considered is the question of how individuals will be identified. Here, there are two questions. One is the question of *which* individuals. But the other question is what sort of university do you want to end up with at the end. If, for example, you adopt the "last in, first out" rule or a variant of it, that is, letting untenured faculty go first, you're going to end up with a university that will have nobody under 40 years old teaching in it. Is that the sort of university you want to end up with?

Another consideration is that of merit and the extent to which you want to try and keep your best people if you have to let somebody go. It seems to me that there's a large number of questions of that sort that have to be answered in trying to determine procedures of how individuals will be identified. We should also aim at procedures which stipulate that a lay-off for financial reasons is not a dismissal, this is very important so that individuals who are singled out are able to secure alternate employment.

Two last points. The best provisions in the world are probably not worth much more than the paper they're written on unless they're backed by some kind of legally binding authority. Documents negotiated between senates or general faculty councils and board of governors can usually be overturned by the board of governors and in the time of financial stringency they are under the strongest temptation to do just that. It is very important not only to establish that documents you negotiate have some sort of legal force but also that there be incorporated in any kind of document, arranged or negotiated, legally binding provisions for ensuring that the document is implemented fairly and rationally, some sort of binding arbitration.

It seems to me that one thing is of paramount importance in a time when financial stringency might be around the corner. It is absolutely crucial to have not just strong local associations but also strong provincial and national associations. The role which the AAUP has taken and the kind of support and protection they've been able to provide to individuals who are caught up in this sort of maelstrom, is a very important example to us.

Nora Losey (Manitoba)

I have a question about American experience in planned attrition. We hear that some universities offer early retirement with no penalty, perhaps by buying an annuity until the pension plan cuts in. Is this successful? The second question is we hear stories about people selling their tenure. They say o.k. university, I'm not tenured. Give me \$100,000 and maybe I'll set up a business; maybe I'll just teach for awhile. Has this worked?

Carolyn Polowy (AAUP)

I don't even know if the last thing has happened. That sounds like a delightful rumour. In regards to the early retirement - that has certainly been encouraged but I don't know how successful it's been because it's not so common. In fact we have a lot of movement at the moment to enlarge the normal retirement age. A lot of our members are very interested in fighting for more years, so because of this kind of double-edged word we haven't really gotten too much involved in the success or failure of early retirement plans...

Enrolments have not decreased. We have, in fact, experienced an increase in enrolments but have had a steady faculty state and the result has been increase in class size. Many people have gone back to school as a result of the general financial situation so we have increased work loads. I don't know of any really good alternatives that are working. People seem to want to continue teaching.

Paul Cassano (Windsor)

A year and a half or so ago the senate of my home university laboured over several excruciating sessions and generated a redundancy document which most of the faculty felt they could live with. It outlined procedures for reduction or adjustment, as the euphemism smilingly ran, and after the entire document was completed it was forwarded to the Board of Governors which declined to accept the agreement. How, outside of binding arbitration or some type of legal arrangement, would one enjoin or otherwise encourage a board of governors to accept such a document?

Andy Brook (Carleton)

Even if one has lots of good ideas, how do you actually persuade a board of governors that these good ideas ought to be entrenched in some sort of a binding document? The answer to that is that there's obviously no simple way. Boards of governors are typically not agreeable to reasonable provisions for handling stringency voluntarily. There are exceptions to this, but typically they're not. And I think that that's an indication, that they probably have a more clear-sided view of what's in the future than many faculty do. It seems to me that the only way most boards of governors will be persuaded to commit themselves to legal documents or handling stringency crises in the best and least damaging way is if they're persuaded that the consequences in terms of faculty dissatisfaction and general fuss within their university will be unacceptable if they don't. It helps if you have, as we had at Carleton, a phony financial-stringency scare to frighten the bejesus out of people so that they're prepared to stand up and argue hard on an issue like this...

Another point: in relation to government demands for increased faculty efficiency, what many teacher organizations across the country are doing to fight such demands is to arrange what in effect are class size limits. In the universities this can't be done in the neat sort of way it can be done in the high schools. But it can be done on a faculty basis or on some larger basis rather than on an individual teaching load basis. And if you can get a board of governors to agree to regulations controlling a total number of students that any given aggregated number of faculty will teach, and get that in a legally binding form, then you have the best possible protection against being required to teach more students with fewer faculty.

Victor Sim (CAUT)

I've never felt that long term planning, which is absolutely essential, and procedures to protect faculty members in the event that redundancy lay-offs are necessary are mutually exclusive. On the other hand, the argument could be made that admitting in the form of procedures that redundancy lay-offs are a possibility does in fact weaken the faculty case, and I'm wondering if that was the point that

Jack felt concerned about during the debate.

Jack Ord

I sat on a appointments policy committee along with two vice-presidents of our university and we drafted an elaborate document with redundancy firing provisions in it, agreeing that the university could not survive application of redundancy firing. Now that meant that two senators, two faculty association appointees and two vice-presidents agreed unanimously that we'd written a nice document but we really couldn't survive it. I know in the States, they've had to survive it and I'm amazed that they have.

Carol Polowy mentioned faculty participation in redundancy firing. Is there any faculty participation in hiring? (What I mean by hiring isn't selecting individuals but making decisions to create new positions).

Carol Polowy

There is some in some of our organized chapters, that has been negotiated into the contracts, participation and long range planning that also involves determination of areas for new appointments and hiring decisions. It's certainly not wide-spread. It's fairly limited and it's pretty much concentrated in organized chapters.

Michiel Horn (OCUFA)

I'm one of the two people that I gather Jack Ord was rather exercised about since I was one of the people who made those comments about reallocating faculty resources. My argument is not that Jack is wrong in principle - among academics I invariably find people who are always right in principle. My complaint is that he was probably wrong in assessing the attitude of many of our colleagues in Ontario - that is, that people in so-called growth faculties or departments are themselves frequently agitating for additional hiring. That is difficult to resist and that is my criticism Jack. It's not that I disagree with Jack Ord as an historian and therefore not in an area which is likely to show great booming growth in the near future.

Rather I find, among psychologists for example, that there's not necessarily the same moderate sensible attitude, and unfortunately there is a certain gap between reality and the kind of people we're dealing with; people who frequently see reality in very different terms from the way we do. Needless to say we're right. The trick is convincing them of it.

Peter Bly (Queen's University)

In preliminary skirmishes with a committee on this matter, we've been repeatedly told that the best principle to be used in determining dismissals is the seniority principle. It's the least painful. Is there a better alternative?

Donald Savage

Can I muddy the waters first? It seems to me that those who tell you that should answer some questions. Like, how do you apply it to the university? Do you apply it to the whole university? Do you apply it to a faculty? Do you apply it to a department? Take the history department, for instance. You could, if you applied that to a history department, totally decimate it in one area of its expertise. Canadian history for instance. Would that be acceptable? Of course the answer is no.

Cont'd on p. 25

Exigency and the Carleton Collective Agreement

By Donald Savage

In essence the negotiators (1) of the Carleton Collective agreement attempted to arrange a situation where it was impossible to lay off faculty members unless the university was facing a genuine bankruptcy. This would prevent individual members being laid off at the whim of the administrators to ensure "flexibility". In addition the negotiators wished to create a fair and reasonable procedure if the university were indeed bankrupt. It was not possible simply to ignore the question of financial exigency because the Supreme Court of Canada has tended more and more in recent years to state that all rights of employees must be spelled out in a collective agreement if they are to have legal force.

The negotiators did not secure all they desired, therefore, faculty associations should not regard the Carleton agreement as the last word, but no one should settle for less.

The Board of Governors at Carleton cannot lay off any individual faculty members unless they declare formally that there is a financial exigency. This exigency can be justified only on two grounds: That of reasonable financial grounds and the understanding that rigorous economies have been introduced in all other sectors of the university.

Such a declaration cannot be made without the appointment of a joint board-union fact-finding committee empowered to examine all aspects of the financial situation. If after receiving this report the Board of Governors decides to declare a state of financial exigency, the validity of that decision is subject to the grievance and arbitration procedure of the contract. Among other matters, the Board is legally obliged to have sought all reasonable economies in other parts of the university operations before laying-off faculty. It seems to me that there is no possibility of a phony financial crisis at Carleton. It has to be the real thing before anyone can be laid-off.

But what if a *bona-fide* crisis occurs? What are the protections?

First of all there is a period during which the faculty association can, if it desires, settle the crisis by freezing or lowering pay. If the association does not take this option, then there is a hiring freeze from the date of any declaration of financial exigency until the identification of individual employees to be laid-off has been completed and the employees notified by the President.

Secondly, the Board of Governors must reduce the budget for part-time faculty teaching one course by 60%. At Carleton there are very large numbers of part-time faculty teaching one course and practically all of them have a full-time job apart from their teaching duties at the university. They are not members of the bargaining unit.

Thirdly the contract stipulates a procedure by which the senate, the faculties and the departments decide on the distribution of lay-offs and designate the particular individual involved. If the senate, faculties or departments refuse to carry out this part of the contract procedure, there is a fall-back arrangement whereby the matter is referred for a decision to a Committee of Review which makes a binding recommendation. It is entirely possi-

ble that smaller departments in particular, will prefer this option.

Once an individual is designated, he has access to the grievance and arbitration procedure to allow him to challenge the decision.

The appeal, if made, is heard by an Appeal Committee composed of three persons, one of whom is chosen by the appellant, one by the university and the third chosen by the first two. The appeal is resolved by a simple majority of the Appeal Committee.

As soon as possible after the hearing, the Committee will notify the President and the member of the teaching staff of its decision.

If it decides that sufficient reason does not exist for termination of appointment then the President shall not make such a recommendation to the Board. Where the Appeal Committee decision is against the appellant, the member of the teaching staff still retains the right to carry his appeal to the Committee on Tenure and Dismissal.

The procedures by which the senate, faculties and departments make their decisions derive from a senate document which had not been passed by the Board of Governors but which was subsequently incorporated into the agreement and ratified by both sides.

A tenured faculty member who is laid-off by means of this procedure is entitled to regain his post if it is restored within four years of his lay-off. An untenured faculty member has this right for three years. Laid-off faculty members retain their right under the contract which allow their dependents free tuition at Carleton. This is an area where faculty associations could do better than Carleton. There is no reason why laid-off faculty members should not retain rights to the library and to use of the computer at internal rates. They should also retain medical, dental and long-term disability coverage at the expense of the university until they have secured another full-time job.

Nor did Carleton secure terribly generous severance pay arrangements. Under the current contract these include fifteen months' notice or twelve months' salary in lieu of notice plus one months' salary for each two years service at Carleton to a maximum of twelve years' service. However, there is little doubt that the Carleton faculty association will try to improve this financial compensation in subsequent contracts. Rome was not built in a day.

These procedures are, of course, part of a legal contract. They cannot be altered unilaterally by the Board of Governors. This is perhaps the most significant aspect of these procedures.

The faculty at Carleton made it clear to the negotiators that they placed protections in regard to financial exigency as an utmost priority. One hopes that they will never be used. But if the evil day arrives, there is a constitutional procedure for dealing with the situation which should guarantee that any crisis is *bona fide* and that the procedures are just.

1. The negotiating team was: Professor Jill Vickers (Chief Negotiator) (Political Science), Derek Sida (Mathematics), Tony Wand (Philosophy), Donald Savage (CAUT), Andy Brooke (Philosophy) and Cooper Langford (Chemistry and OCUFA).

Tenure Quotas

There are two phrases on the lips of administrators who wish to take advantage of the present financial crisis to undermine the position of faculty. One of these is "flexibility" and the other is "tenure quotas". They are very much related. Regrettably they also have a certain appeal to some tenured faculty who should realize that discrimination against junior faculty will only polarize the teaching community and ensure that those administrators who have divided us, will indeed conquer. Tenure itself will be very difficult to justify if it is based on a fundamental injustice.

There are a variety of tenure quotas but they all derive from the same argument, namely that the university must prevent the growth of tenured faculty numbers and must thus create a pool or proletariat of junior faculty who can be given contracts without any rights whatsoever. This can be expressed by quotas in departments or faculties or across the entire university. This has been the course adopted by the only two Canadian universities which admit to quotas: Calgary and Guelph. Even more drastic proposals have come from Queen's where fortunately the faculty association appears to have blocked them for the time being.

The CAUT as well as the analogous organizations in the United States, the American Association of University Professors (AAUP) and the American Federation of Teachers (AFT) have all taken a strong stand against tenure quotas. At City University in New York the American Federation of Teachers successfully forced the administration to retire the tenure quotas which it had imposed. The AAUP has adopted a formal policy in opposition to such arrangements which is printed at the end of this article.

In Canada the CAUT has opposed the use of tenure quotas. The recently signed collective agreement at Carleton legally forbids the university from imposing such quotas. In 1972 the University of Manitoba imposed tenure quotas, and CAUT replied by sending a committee composed of Professors Gideon Rosenbluth (UBC), Leo Kristjanson (Saskatchewan), and P.L. Freeman (Alberta) to investigate. They concluded that the quotas were unjustified. Subsequently, after pressure from the faculty association, the quota system was retired.

Some of the main points of the Rosenbluth inquiry are reprinted on the next page. Also reprinted are the AAUP regulations concerning termination of faculty appointments due to financial exigency.

The Manitoba Response to Financial Stringency — Flexibility

The University of Manitoba has responded to budget and enrollment uncertainties by establishing a short-run policy of tenure quotas. It is obvious that this is one of the possible "solutions" that will be considered for long-term policy.

These policies are defended on the grounds that they provide the flexibility required for good management. Excessively high percentages of staff with tenure, it is argued, prevent the Universities from responding to changes in student enrollment, changes in society's demands for research and changes in the willingness of society to provide finances. However granting tenure to staff need not limit the ability of the institution to respond to the changing demands. But, failing to grant tenure to a staff member when a permanent position is available (i.e. implementing a quota policy) will create morale problems and may facilitate limiting the academic freedom of non-tenured staff. The quota policy would create two types of long-term appointees — those who have tenure and those for whom tenure is not attainable. A two-class system will have come into existence.

Quota systems are likely to lead to other types of rigidities. Staff "entitlements" are based on work-load formulae that will become rather rigid as the various units within the University develop long-term staffing policies based on the formulae. Any attempt to alter the formulae will be resisted by the spending units that will be adversely affected by the particular change...

A quota policy should not be introduced, when serious reservations exist with respect to the realism of the forecasts of demand and only a minimum amount of work has been done on staff supply.

Where quotas exist, a very difficult situation develops when three or four probationary appointments might be made to fill one tenurable position. If these are made in different years the person coming to the end of the probationary appointment first might well be rejected for tenure on the grounds that someone in the first or second year of probationary appointment appears more promising. There need not be, under these conditions, a judgment that he is unsuitable for the award of tenure yet he is denied tenure. All probationary appointments should, in the normal course of events, lead to the award of tenure or the denial of tenure on the basis of peer judgment of the performance of the individual concerned. If an appointment is made to a position which will cease to exist in a specified time period the appointment should be term rather than probationary...

The Manitoba quota policy was based

on projections of work-load by Faculty for a five-year period. The main variable used in predicting changes in work-load was projected enrolment. No attempt seems to have been made to predict changes in work-load associated with changes in research emphasis. Nor was there any explanation given for treating research work load as a constant function of teaching responsibilities. Using present staff to work load ratios the staff entitlements for each Faculty are projected to 1977-78. It was then recommended to each Faculty that they should consider 90 per cent of their projected staff entitlement in 1977-78 as the number of tenurable positions available. Some of the Deans in allocating the available tenurable positions to Departments reserved a number of positions for part-time appointments and additional positions to allow flexibility within the Faculty. The number of positions for which tenure is available is thus well below the 90 per cent suggested by the University's President...

The Board, Senate and the administration of the University of Manitoba have explored what they believe to be a second area of policy changes to increase flexibility in academic staffing. Careful examination of the proposal, however, reveals that it merely institutionalizes the two class system inherent in the quota policy which was operative for the 1972-73 tenure decisions. Moreover, Senate Executive Committee brought in a recommendation proposing the introduction of a "post probationary appointment", a non-tenured appointment for a contractually limited term, renewable without limitation on the number of renewals.

The committee objects to this proposal on the grounds that its only justification is to support a quota policy which the Committee has shown to be undesirable and unnecessary. The objections are best made by examining the committee's statement of purposes for this policy.

The essential purpose of the new proposal is to adapt long-term staffing to a situation in which the number of tenured positions has been restricted to less than the number of faculty members required. The proposal itself strikes at the very heart of tenure and academic freedom. It creates a second class of academics whose position is not probationary, visiting, or temporary but who have no tenure, no protection against arbitrary dismissal. It is very important to note that under the proposed procedures there is no distinction of academic merit between the members of the first and second class. The second class simply consists of those unfortunate enough to come up for tenure review when the quota happens to be full.

How did the ruling academic body of the University of Manitoba get into the

position of taking seriously such a proposal? Because it considered it necessary to be prepared for a situation in which there is a "limitation on the number of tenured positions" below the number of total positions. Why did they consider it necessary to be prepared for such a situation? Because tenure quotas were introduced for December 1972. Why was a "limitation on the number of tenured positions" introduced in 1972? Because projections by the Senate Committee on Planning and Policy suggested that if this was not done there was a possibility that in five years time it might be necessary to dismiss tenured faculty members for reasons of financial stringency or declining enrolment. Thus the misconception of tenure as absolute job security has created an Alice-in-Wonderland world in which protection against arbitrary dismissal is withheld from some members of faculty in order to guarantee job security for others.

Administrators generally favor flexibility. The more flexibility the more mistakes they can make without serious long-term consequences. The proposal for flexibility is not a new response to meet new situations. It is an old response, which can now be offered by administrators, with a new excuse. If mistakes are made in the granting or withholding of tenure, because of incompetence and lack of concern in evaluation, prejudice, student pressure, or for whatever reason, the university is stuck with these mistakes for many years. Tenure is inflexible. It does force us to live with our mistakes unless they are so gross as to allow for dismissal with cause. That is the price that must be paid for academic freedom. It is entirely understandable that the recent increases in public criticism should cause administrators to look for ways to maintain flexibility. But the only real defence against public pressure and criticism is the recognition of the importance of careful decisions in the granting of tenure.

The point has been made that it is desirable to have some flexibility to adjust faculty size and composition to changing demands on university budgets. The greatest flexibility and the greatest opportunity for rational response will occur if one of the accepted causes for dismissal of faculty is budget stringency. The C.A.U.T. guidelines on this subject provide minimum conditions for establishing that there is a budget insufficiency and how reductions in academic appointments should be allocated to different parts of the University. The application of this policy must be within procedures accepted by both the Faculty Association and Board of Governors, must allow the individual the right to appeal and arbitration and must establish procedures and rights of severance.

AAUP Policy Statement on Termination of Faculty Appointments (Financial Exigency)

(1975 REVISION)

Financial Exigency

(c) (1) Termination of an appointment with continuous tenure, or of a probationary or special appointment before the end of the specified term, may occur under extraordinary circumstances because of a demonstrably *bona fide* financial exigency, i.e., an imminent financial crisis which threatens the survival of the institution as a whole and which cannot be alleviated by less drastic means.

(NOTE: Each institution in adopting regulations on financial exigency will need to decide how to share and allocate the hard judgments and decisions that are necessary in such a crisis).

As a first step, there should be a faculty body which participates in the decision that a condition of financial exigency exists or is imminent (1) and that all feasible alternatives to termination of appointments have been pursued.

Judgments determining where within the overall academic program termination of appointments may occur involve considerations of educational policy, including affirmative action, as well as of faculty status, and should therefore be the primary responsibility of the faculty or of an appropriate faculty body. (2) The faculty or an appropriate faculty body should also exercise primary responsibility in determining the criteria for identifying the individuals whose appointments are to be terminated. These criteria may appropriately include considerations of age and length of service.

The responsibility for identifying individuals whose appointments are to be terminated should be committed to a person, or group designated or approved by the faculty. The allocation of this responsibility may vary according to the size and character of the institution, the extent of the terminations to be made, or other considerations of fairness in judgment. The case of a faculty member given notice of proposed termination of appointment will be governed by the following procedure).

(2) If the administration issues notice to a particular faculty member of an intention to terminate the appointment because of financial exigency, the faculty member will have the right to a full hearing before a faculty committee. The hearing need not conform in all respects with a proceeding conducted pursuant to Regulation 5, but the essentials of an on-the-record adjudicative hearing will be observed. The issues in this hearing may include:

(i) The existence and extent of the condition of financial exigency. The burden will rest on the administration to prove the existence and extent of the condition. The findings of a faculty committee in a previous proceeding involving the same issue may be introduced.

(ii) The validity of the educational judgments and the criteria for identification for termination; but the recommendations of a faculty body on these matters will be considered presumptively valid.

(iii) Whether the criteria are being properly applied in the individual case.

(3) If the institution, because of financial exigency, terminates appointments, it will not at the same time make new appointments except in extraordinary circumstances where a serious distortion in the academic program would otherwise result. The appointment of a faculty member with tenure will not be terminated in favor of retaining a faculty member without tenure, except in extraordinary circumstances where a serious distortion of the academic program would otherwise result.

(4) Before terminating an appointment because of financial exigency, the institution, with faculty participation, will make every effort to place the faculty member concerned in another suitable position within the institution.

(5) In all cases of termination of appointment because of financial exigency, the faculty member concerned will be given notice or severance salary not less than as prescribed in Regulation 8.

(6) In all cases of termination of appointment because of financial exigency, the place of the faculty member concerned will not be filled by a replacement within a period of three years, unless the released faculty member has been offered reinstatement and a reasonable time in which to accept or decline it.

1. See "The Role of the Faculty in Budgetary and Salary Matters" (AAUP Bulletin, 58, Summer, 1972, pp. 170-72), and especially the following passages:

The faculty should participate both in the preparation of the total institutional budget and (within the framework of the total budget) in decisions relevant to the further apportioning of its specific fiscal divisions (salaries, academic programs, tuition, physical plants and grounds, etc.). The soundness of resulting decisions should be enhanced if an elected representative committee of the faculty participates in deciding on the overall allocation of institutional resources and the proportion to be devoted directly to the academic program. This committee should be given access to all information that it requires to perform its task effectively, and it should have the opportunity to confer periodically with representatives of the administration and governing board...

Circumstances of financial exigency obviously pose special problems. At institutions experiencing major threats to their continued financial support, the faculty should be informed as early and specifically as possible of significant impending financial difficulties. The faculty — with substantial representation from its nontenured as well as its tenured members, since it is the former who are likely to bear the brunt of the reduction — should participate at the department, college or professional school, and institutionwide levels, in key decisions as to the future of the institution and of specific academic programs within the institution. The faculty, employing accepted standards of due process, should assume primary responsibility for determining the status of individual faculty members.

2. See "Statement on Government of Colleges and Universities" (AAUP Bulletin, 52, Winter, 1966, pp. 375-79), and especially the following passage:

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy.

from p. 22

I don't think that there is a simple rule of seniority that can be applied to the university anyway. And I don't think people who tell you that or advocate that have answered those questions. I think in practice what will happen is some kind of mixture of the notion of seniority, of the notion of the academic needs of the faculty or the department. I don't see how you can avoid the fuzziness of that as opposed to the merging of those concepts in the decision-making process and in the review process that would have to take place to guarantee individuals their rights. I would answer your question by saying that those who advocate the seniority principle at Queen's haven't really thought through their own question and they should do so first, before advocating that as a policy.

Richard Spencer (UBC)

It's suddenly dawned on me that I may be in a unique position here since I have sat as a member of a committee appointed by the Board of Governors of one of the very few Canadian universities which has just reduced its faculty by 40% as a result of financial stringency. In spite of the fact that this particular university has a justified reputation for oscillating between hysteria and paranoia, the striking thing is that when the chips were down, the job got done. I think it had the effect of pushing this particular institution from a rather unbalanced position to a position which had a good deal of sanity and common sense underlying it. Program reviews were undertaken. Programs were evaluated as to the likelihood that they might continue to attract students. People were evaluated. Decisions were made about the strengths that should be built on and the weaknesses that should be eliminated. Procedures were called upon and the job was done or at least it appeared to be well on the way to being done. But while I would be the last to hope that this kind of exercise might be repeated anywhere else, it is perhaps worthy of note and for that reason I have mentioned it.

Jack Ord

I would like to cut in just briefly to congratulate Michiel Horn on his comments. He pointed out really the main point that I wanted to make - it is faculty attitudes we have to deal with on the redundancy firing question first. There's no sense blaming the government or blaming the administration. If we really want to continue hiring like mad in growth areas then we're bringing it on ourselves. If we can't come to an agreement among ourselves first, there really is no hope to go anywhere else and blame anyone else for the problem.

AAUP Recommends Individual Hearings Before Termination

Ralph S. Brown, Jr.

About one right the RIR* is uncompromising. A faculty member, before termination, "will have the right to a full hearing before a faculty committee." RIR 4(c)(2) then describes the issues that the faculty member may raise at such a hearing. They are of two sorts. First, there are the general issues that should already have had faculty participation. On the basic issue, the existence and extent of financial exigency, the burden of proof is explicitly put on the administration. Return for a moment to the 1940 *Statement*, which allows financial exigency terminations "under extraordinary circumstances," but requires that they be "demonstrably bona fide." The demonstration must be made by the institution. In formal contract law terms, the teacher's contract may be ended without being legally breached on the happening of a condition subsequent, namely financial exigency. The burden of establishing the existence of such a condition is on the party invoking it.

But the facts need not be rehashed in every hearing. "The findings of a faculty committee in a previous proceeding involving the same issue may be introduced." They would presumably be persuasive unless a faculty member offered substantial new evidence, for example of a change in conditions.

On the other general issues — the educational judgments as to where cuts can be made, and the criteria for identifying those to be terminated — the RIR declares that the recommendations of a faculty body "will be considered presumptively valid." Accordingly, the burden of upsetting these determinations would rest on the faculty member. This seems reasonable, if the determinations have in fact been made by representative faculty bodies. If they have been handed down by the administration or the trustees, they will have to be defended by them.

If the general issues have been properly found and formulated, the faculty member who seeks a hearing must intend to challenge "whether the criteria are being properly applied in the individual case." This is the point at which issues of good faith will probably be tried. For it is not enough that there be financial exigency; it must be the cause for the termination, and not a subterfuge. In the recent important decision, *Browzin v. Catholic University*, Judge Skelly Wright of the United States Court of Appeals commented on this very point in a discussion of

RIR 4 (c) in its 1968 version. After observing that in financial exigency or program discontinuance cases "the same elaborate procedural safeguards do not apply" as in removals for cause under RIR 5, the Regulation dealing with dismissal for cause (a gap that is narrowed in the revision under discussion), Judge Wright said:

But the obvious danger remains that "financial exigency" can become too easy an excuse for dismissing a teacher who is merely unpopular or controversial or misunderstood — a way for the university to rid itself of an unwanted teacher but without according him important procedural rights.

A footnote at the end of the quoted passage cited the *Bloomfield College* case, where the financial crisis was used to cloak a wholesale abrogation of tenure. Accepting the trial court's findings to this effect, the appellate court affirmed that "not only must the financial exigency be demonstrably bona fide but the termination because of that exigency must also be bona fide."

Because, as the Bloomfield court said, causation and motivation may emerge as pivotal questions, because invasions of academic freedom may lurk beneath the surface and, above all, because a hearing is most likely invoked to answer the poignant question, "Why me?", its procedures cannot be casual. The 1968 version of RIR 4(c), on which Judge Wright was commenting, simply said that "Regulation 5 will not apply, but faculty members will be able to have the issues reviewed by the faculty..." We now say that a "hearing" need not conform in all respects with a proceeding conducted pursuant to Regulation 5 — RIR 5, since it is about dismissal for cause, deals with such matters as charges and suspension from duties — "but the essentials of an on-the-record adjudicative hearing will be observed." What are these? One hesitates to make a quick catalog of the parts of a legal leviathan, for fear that any omission will be pounced on; and we cannot stop here fully to portray the creature. But everyone knows that at least these elements must be present: an unbiased tribunal, counsel if desired, opportunity to call and confront witnesses, a verbatim record with identified exhibits, and a reasoned decision based solely on the record.

* Recommended Institutional Regulations (on Academic Freedom and Tenure). The full text of Ralph Brown's article appeared in the April 1976 issue of the AAUP Bulletin.

CAUT Guidelines

The CAUT Guidelines concerning reductions in academic appointments for budgetary reasons, passed by the CAUT Council in 1971 and amended in 1973 are reproduced below.

In view of recent developments, where a growing number of universities are turning to budgetary stringency to buttress their arguments for instituting tenure quotas, widening the range of term appointments and terminating faculty contracts, the CAUT has undertaken a comprehensive review of its policy. Readers are therefore invited to submit their views and possible amendments of the guidelines to the CAUT Executive.

Guidelines Concerning Reductions in Academic Appointments For Budgetary Reasons

Preamble

1. The first duty of the university is to ensure that its academic priorities remain paramount, particularly in regard to the quality of instruction and of research. When faced with budgetary restrictions the university must ensure the primacy of its educational functions by considering cuts in academic posts only after reasonable cuts have been made in all other budgetary areas such as administration, publicity, and budgetary reserves.

2. As a matter of principle and in order to ensure that decisions on cutbacks for financial reasons are not made on an ad hoc basis in an atmosphere of crisis, the faculty association should insist upon strong faculty representation on university budget committees and the publication of maximum budgetary information. Every university should undertake both short and long-term forecasts of its budgetary position, and should make such forecasts available to budget committees. Faculty representatives on budget committees should pay particular attention to the need for proper academic forecasting in order to lessen the possibility of sudden crises leading to cutbacks.

3. Whenever the university administration proposes to reduce faculty posts for budgetary reasons, the faculty association should act as the watchdog of the faculty. It must take the most serious precautions to prevent administrations from attacking the economic position of the faculty on spurious grounds. It must also ensure that reasons offered to individual faculty members for non-renewals are valid and that the procedures used in arriving at such decisions are equitable.

4. Faculty representation on budget committees should not preclude an independent stance by the faculty association, since such representation is not a guarantee that the faculty position will be fairly heard.

A. The faculty association should take into consideration the following points, and should include some or all of them in a formal agreement with the university:

(1) The faculty association should have and exercise the right to make representations to the board, president and appropriate academic bodies on all aspects and consequences of proposed budgetary cutbacks.

(2) Formal procedures substantially similar to those outlined in section B should be established and followed.

(3) In all circumstances notice should never be less than that provided in the Policy Statement on Academic Appointments and Tenure, and the faculty association should be prepared to negotiate equitable severance benefits.

(4) The university should consider spreading cutbacks in faculty appointments over a time period

long enough to cover the appointment of all untenured staff in order to allow departments to make a fair choice between probationary appointees whose contracts terminate in different years.

(5) The university should make every effort to utilize normal retirements, voluntary early retirements, and leaves for both academic and administrative personnel to mitigate the effect of cutbacks.

(6) The university should, wherever possible, facilitate the transfer of members, tenured and untenured, from one department to another or from one faculty to another to mitigate the effect of cutbacks.

(7) The faculty association should be prepared to scrutinize subsequent hiring policies to ensure that cutbacks for budgetary reasons were carried out in good faith.

B. The following procedures are recommended:

(1) The senior academic body should formally discuss the plans of the university for cutbacks owing to budgetary reasons, and it should make a decision as to whether these cuts will be made by a revision of academic priorities or by a strictly arithmetic formula. If it chooses to revise academic priorities, it is clear that since it is the body which formally sanctions new academic programmes, it is also the body which must revise or abolish such programmes. The senior academic body, therefore, should be provided with adequate budgetary information in order to reach an informed decision. If the decision of the senior academic body involves a reduction in faculty appointments, it should determine also the number and general distribution of such reductions. The faculty concerned (Arts, Commerce, etc.) should determine the distribution between departments in the light of the priorities established by the senior academic body.

(2) If, after reviewing the matter with the greatest care, with full consultation among its members, a department finds it necessary to reduce the number of academic appointments for budgetary reasons, it should ensure (with full consultation among its members) that academic criteria determine the necessary reductions. The standing departmental committee on promotion and tenure should then make recommendations about particular posts to be cut and about individuals concerned, basing its judgment on normal academic criteria for review of appointment. If the departmental committee reports to the department that it is unable to make recommendations in the context of budgetary cutbacks, the department and the dean should agree on a mechanism of outside assessment.

(3) Faculty members subject to non-renewal for budgetary reasons should have the protection of section A.2 (b) of the Policy Statement on Academic Appointments and Tenure:

Proper consideration of the renewal of a probationary appointment should be assured through clearly defined and well-publicized procedures. The decision of a department on renewal should be made with proper consultation on a systematic basis preferably through an elected departmental committee. The faculty member should be advised when a review of his appointment is to take place, and he should be given the opportunity to present written or oral evidence. The candidate should be given reasons in writing for non-renewal if he requests

them. It should be understood that such reasons might include consideration of budgetary and departmental needs as well as of the specific qualifications of the individual concerned. Suitable provision for appeal should be available. Normally an appeal from a recommendation of non-renewal should be based either on a failure to follow proper procedures or on evidence of bias or inconsistency in the grounds for the recommendation.

However, it is not sufficient simply to declare that a contract is not being renewed for budgetary reasons. The university must have followed a procedure to determine both the policy and its specific application to particular faculty members consonant with sections B1-3 of this document.

(1) Reductions in academic appointments for budgetary reasons cannot be considered to cancel or supersede for either tenured or untenured faculty members the procedural protections that exist for the maintenance of academic freedom.

(2) In the event that budgetary cutbacks affect tenured faculty positions, the professor concerned should be given an opportunity to consider retraining, early retirement or resignation with suitable severance pay. However, a tenured faculty member must be offered the same procedures as are available to all tenured faculty members considered for dismissal if he is not convinced that his resignation is required by financial exigency, either because the procedure outlined in Sections A and B above have not been properly followed, or because he challenges the determination that it is his position that must be removed. Such procedures must conform in principle to the C.A.U.T. Policy Statement on Academic Appointments and Tenure, Section C.

(3) Tenured faculty whose appointments have been terminated for budgetary reasons shall be offered, within four years of the end of the academic year in which the final decision has been made, the first available appointment in their field. Thereafter they should be given serious consideration for any new appointments in their field.

3(4) Non-tenured faculty whose appointments have been terminated or not renewed for budgetary reasons should be given serious consideration for new appointments in their field for at least four years following termination or non-renewal.

(5) Any non-renewals or denials of tenure deriving from budgetary considerations should be subject to the review procedures outlined in C.A.U.T. Policy Statement on Academic Appointments and Tenure, Section III.

Concil Resolution, May 1971, amended 1973.

In some larger departments an *Ad hoc* committee of tenured and untenured faculty may be preferred. In departments of five or less it would be wise to co-opt faculty outside the department according to agreed procedures.

There are cases where a faculty member has already been evaluated by the usual procedures and recommended for renewal or tenure, but budgetary constraints do not allow the recommendation to take effect. In such cases C.A.U.T. recommends that the faculty member be offered the first available appointment when the budgetary constraints are eased.

they will tend to remain there.

In the late sixties and early seventies, a strong interest developed in this country in a rather ill-defined subject called "national science policy." The impact of a world-wide industrial recession which had occurred in the late sixties was to bring out in bold relief Canada's inadequacies as an industrial nation. There were many who suggested that the solution to our problems lay in producing a sound science policy. The best known publication of this period was a voluminous report entitled *A Science Policy for Canada*, which was produced by a Senate committee under the chairmanship of Senator Maurice Lamontagne.

One of the major conclusions of this report was that Canada had, in the past, placed too much emphasis on basic research and not enough on applied research and development. There was much heady discussion about the mobilization of Canadian science toward the achievement of national goals. And the federal government gave every indication that it would launch large mission-oriented programs designed to focus Canada's scientific capabilities on the solution of uniquely Canadian problems. The implementation of these recommendations fell to the present federal government. What has happened has been so farcically inadequate as to constitute a kind of national tragicomedy.

There are obviously many ways in which federal governments can push the nation towards bankruptcy. Perhaps the most efficient method of achieving this undesirable goal is to so stifle and starve the innovative spirit of this country that we are forced to rely almost entirely on other countries to provide us with the highly sophisticated goods and services which we require as a developed nation. In this respect the present government is doing an outstanding job. Our trade deficit in highly sophisticated manufactured goods is rising steadily by about one billion dollars per year.

There is a bitter lesson to be learned from this crisis in the support of research and development in this country. If we, as citizens of this country, wish to exercise our democratic rights and restrain irresponsible actions on the part of the government such as I have described, it is obviously necessary that we become much better informed about the issues that constantly confront us. Perhaps the greatest tragedy in our society is that those in power can make decisions which may do incalculable damage to our future well-being as a nation, and that, by the time the necessary political forces can be marshalled to restrain this irresponsible course of action, the damage has been done and the nation continues to suffer long into the future.

H.E. Gunning is President of the University of Alberta. This edited article is excerpted from a convocation address given in May 1976.

Readers are invited to submit articles for possible publication in this section. Topics should reflect current concerns in Canadian higher education, and should be restricted to approximately 1000 words in length.

Running Faster and Falling Behind

by Mark Thompson

University administrators and education ministers have reacted eagerly to the opportunity presented by the federal government's anti-inflation program to restrict increases in faculty salaries. In several areas, these efforts have been encouraged by highly-paid faculty members or muckraking journalists. For many faculty, the painful irony of these events lies in their demonstrated inability to even keep abreast of rising living costs in the past five years.

The single most salient fact emerging from any analysis of Canadian university faculty salaries since 1971-72 is that in real terms they fell 2.4 per cent during the past five years. This decline occurred as the average age in most ranks rose and other Canadians enjoyed general prosperity, both factors which should have caused faculty salaries to rise. While many faculty members received large dollar increases in their salaries, these raises were eroded by inflation as Table 1 shows. Average salaries reported by Statistics Canada were deflated by the Canadian Consumer Price Index, averaged for the academic year reported. (Thus 1975-76 salaries in constant dollars represented only an estimate of the rate of inflation through June 1976).

TABLE 1
Mean Salaries of Full-Time Teaching Staff, Current and Constant Dollars, 1971-72 through 1975-76, All Ranks*

Year	Salaries Current Dollars	Per cent Change from previous year	Salaries Constant Dollars	1971=100 Per cent Change from previous year
1971-72	\$16,649	—	\$15,983	—
1972-73	17,538	+5.3	15,591	-2.5
1973-74	18,584	+6.0	14,830	-4.9
1974-75	20,513	+10.4	14,831	0
1975-76	23,520	+14.7	15,594	+5.1
Net change	+6,871	+41.3	-389	-2.4

* No Quebec universities reported

Source for all tables are data provided by Statistics Canada. Taken by themselves, these figures are discouraging. They become depressing when compared with other income data. At this writing (May 1976), CAUT does not have national salary data for individual occupations for the past five years. When this information becomes available, a further analysis will be published. Until then, the only available criterion for comparison is the average weekly wage, industrial composite for Canada, a general measure of the earnings of employed persons in this country. Table 2 compares the rate of change of the weekly wage and faculty salaries. To match the two series, the weekly wages for June of each year were average for comparison with an academic year.

TABLE 2
Average Weekly Wage and Average Faculty Salaries Current Dollars, 1971-72 through 1975-76

Year	Average Weekly Wage	% Change	Average Faculty Salary	% Change
1971-72	\$143.80	—	\$16,649	—
1972-73	155.12	7.9	17,538	5.3
1973-74	168.55	8.7	18,584	6.0
1974-75	189.77	12.6	20,513	16.4
1975-76	213.14	12.3	23,520	14.7
Net Change		48.2		41.3

When faculty salary averages are broken down by rank, the general pattern does not change appreciably. Only assistant professors' salaries rose on the average, by 1.1 per cent, while other ranks fell between 3.7 per cent (rank below assistant professor) and 4.8 per cent (full professors). However, both averages for all ranks and averages by rank understate the true losses suffered by faculty members. As the rapid growth in universities abated, the "average" faculty member slowly became more senior in terms of rank. Promotions apparently slowed too, for the ages of faculty members within ranks rose.

Since 1971-72 the proportion of faculty in the full and associate professor ranks has risen steadily, while the proportion of assistant professors and lower ranks has declined. Salary data reported to Statistics Canada never include the same set of universities for more than one year, so exact numbers in a given rank are not known, but the trend of greater seniority is unmistakable as Table 3 shows.

TABLE 3
Percentage of Faculty Members in Each Rank, 1971-72 to 1975-76

Rank/Year	1971-72	1972-73	1973-74	1974-75	1975-76*
Dept. Heads	4.3%	3.6%	3.8%	4.1%	3.8%
Full Prof.	15.3	16.1	18.0	20.1	21.7
Assoc. Prof.	29.3	30.9	33.5	35.6	36.5
Ass't. Prof.	38.7	38.1	34.9	32.7	31.1
Rank below Ass't.	12.4	11.4	9.8	7.4	6.8
Total number reported	15,773	20,117	19,476	17,428	11,285

Since academic salaries are heavily influenced by rank and experience, average salaries for all ranks fell while the "rank mix" rose substantially, i.e. the proportion of faculty in the two senior academic ranks rose by about 30 per cent during that period. During the same period, the Canadian labour force was becoming younger. Between January 1972 and April 1976, the proportion of the over 25 years old labour force in the 25-34 year age group rose from 31 per cent to 36 per cent, while the proportion in every older age category fell (by a total of 5 per cent).

The pattern of older, more senior, faculties is confirmed by an analysis of salaries by age cohorts, Table 4 gives a general picture of the changing age distribution of faculty.

TABLE 4
Percentage of Faculty by Age Cohort*

Age	1971-72	1972-73	1973-74	1974-75	1975-76
Under 35	39.5	37.2	33.5	30.6	26.0
35-44	34.7	36.3	38.0	39.1	40.8
45-54	17.9	18.4	19.9	21.2	23.3
55 and over	7.9	8.1	8.6	9.0	9.8

Further analysis of salary levels by age cohort in Table 5 reveals that the greatest losses have been suffered by younger faculty members. Thus, it appears that the slight increase in real salaries of assistant professor mentioned above may have been accounted for by longer time spent in the assistant professor rank in the later years.

TABLE 5
Average Salaries for All Ranks, By Age, Constant Dollars*

Age Group	1971-72	1972-73	1973-74	1974-75	1975-76	Net Change 1971-1976
Under 30	11,136	10,725	10,045	9,827	10,337	-7.2%
30-34	13,112	12,530	11,861	11,662	12,308	-6.1%
35-39	14,964	14,548	13,848	13,618	14,363	-4.0%
40-44	16,854	16,295	15,504	15,328	16,239	-3.6%
45-49	18,226	17,813	16,971	16,808	17,839	-2.1%
50-54	19,362	18,854	17,955	17,816	19,061	-1.6%
55-59	20,012	19,221	18,538	18,517	19,577	-2.2%
60 and over	20,007	19,512	18,668	18,392	19,553	-2.3%

Stated differently, the ratio of the average salary of a faculty member in the 55-59 age cohort to one in the 30-34 age cohort rose from 1.53:1 in 1971-72 to 1.59:1 in 1975-76. Had the former ratio been maintained, the junior person would have gained \$487 in constant dollars, or \$735 in 1976 dollars.

The imbalance of losses is shown more emphatically by an analysis of salaries by rank and age. To illustrate this trend, one might examine salaries for persons of a typical age in a given rank. Several examples are shown in Table 6.

TABLE 6
Average Salaries, Selected Rank-Age Groups, Current Dollars 1971-72 to 1975-76

Rank-Age Group	Year					%
	1971-72	1972-73	1973-74	1974-75	1975-76	Change
Full Prof.						
50-54	23,560	24,704	26,033	28,468	32,555	+38.2
45-49	23,058	24,176	25,655	27,814	31,913	+38.4
Assoc. Prof.						
40-44	17,015	17,811	18,835	20,464	23,304	+37.0
35-39	16,607	17,336	18,279	19,779	22,407	+34.9
Ass't. Prof.						
35-39	13,567	14,303	15,118	16,471	18,893	+39.3
30-34	13,256	13,732	14,427	15,567	17,798	+34.3
Rank below Ass't.						
30-34	10,943	11,393	12,042	13,090	14,736	+34.7
Under 30	10,203	10,614	11,194	12,152	13,751	+34.8

The pervasiveness of this trend tends to discount any conscious administrative effort to extend salary differentials. A more likely explanation is that the relative abundance of job candidates, which began in the late 1960's, is most obvious at the junior hiring level, i.e. assistant professor. Thus, salaries at the entry-level positions rose more slowly than salaries for more senior ranks, where faculty numbers gained some protection against inflation through merit increases or some form of career progress increment. However, since most universities do not have well defined policies for dealing with differentials, uniform increases based on current salaries result in a widening of the salary gap between junior and senior faculty members.

Regional Variation

Faculty salaries have the same regional characteristics as other income measures in Canada, i.e. rising levels from East to West. Although these differentials have little statistical power, they are real and fairly stable. Table 7 shows, almost the only shifts in the past five years have been the decline of Ontario's position relative to the national mean and the increase in Western salaries in relation to national levels.

Table 7
Faculty Salaries,
By Region and Canada

Year	Atlantic Region	Av. Sal.	to Nat'l. Av.	Quebec Rel.	Av. Sal.	to Nat'l. Av.	Ont. Rel.	Av. Sal.	to Nat'l. Av.	West Rel.	Av. Sal.	to Nat'l. Av.	Canada
1975-76		\$0,370	-12.6%	N/A				23,558	+0.8%	24,378	+4.3%	23,382	
1974-75		17,407	-14.3	18,491	-7.0%	20,734	+4.3	20,838	+4.8	19,885			
1973-74		15,905	-11.9	17,008	-5.8	18,833	+4.4	18,641	+3.3	18,047			
1972-73		14,928	-11.0	15,552	-7.2	17,637	+5.2	17,280	+3.0	16,767			
1971-72		14,145	-11.0	14,821	-6.8	18,778	+5.5	16,167	+1.7	15,896			

Regional variation is reflected in the ranking of university by salary level. As the following tables show, Ontario and the West provide virtually all the better paying universities. The lower paying universities are less easily identified, since many do not report their salary data to Statistics Canada on a regular basis. However, they tend to be concentrated in the Maritimes, with lesser representation from other regions.

TABLE 8
Rank Order of Average
Salaries by University
Average Salary
in Parentheses
Full Professors

1975-76	1974-75	1973-74	1972-73	1971-72
1. Simon Fraser (\$34,413)	Simon Fraser (\$30,212)	Western Ont. (\$27,495)	Western Ont. (\$26,659)	Western Ont. (\$25,638)
2. Western Ont. (\$33,562P)	U.B.C. (\$29,700)	Waterloo (\$27,179)	Waterloo (\$25,751)	Waterloo (\$24,467)
3. Victoria (\$33,561)	Western Ont. (\$29,578)	Toronto (\$28,953)	Toronto (\$25,728)	Alberta (\$24,293)
4. U.B.C. (\$33,495)	Victoria (\$29,531)	Alberta (\$28,619)	McMaster (\$25,481)	R.M.C. (\$24,106)
5. Military Coll. (\$33,243)	Toronto (\$29,325)	Simon Fraser (\$28,614)	U.B.C. (\$25,100)	York (\$23,975)
6. Waterloo (\$32,750)	Waterloo (\$29,253)	U.B.C. (\$28,400)	Queen's (\$23,998)	U.B.C. (\$23,935)
7. Toronto (\$32,354)	Military Coll. (\$29,116)	Military Coll. (\$28,366)	Alberta (\$24,923)	McMaster (\$23,733)
8. Alberta (\$32,206)	Alberta (\$26,809)	Will. Laurier (\$28,167)	Simon Fraser (\$24,648)	Guelph (\$23,673)
9. Ottawa (\$32,057)	Ottawa (\$26,547)	McMaster (\$25,918)	Ottawa (\$24,600)	Calgary (\$23,533)
10. Queen's (\$32,002)	York (\$26,502)	Calgary (\$25,698)	Military Coll. (\$24,270)	Simon Fraser (\$23,133)
11.			Calgary (\$24,270)	

TABLE 9
Rank Order of Average Salaries by University
Average Salary in Parentheses
Department Heads

1975-76	1974-75	1973-74	1972-73	1971-72
1. U.B.C. (\$39,963)	U.B.C. (\$35,406)	U.B.C. (\$31,547)	Western Ont. (\$30,276)	Western Ont. (\$28,746)
2. Western Ont. (\$37,541)	Western Ont. (\$33,164)	Waterloo (\$31,310)	U.B.C. (\$29,850)	U.B.C. (\$28,439)
3. Toronto (\$36,879)	Toronto (\$33,059)	Toronto (\$31,116)	Toronto (\$29,715)	Alberta (\$27,011)
4. Waterloo (\$36,046)	Waterloo (\$32,874)	Western Ont. (\$30,698)	Queen's (\$28,835)	Queen's (\$26,947)
5. Queen's (\$36,031)	Queen's (\$32,194)	Queen's (\$29,447)	Waterloo (\$27,808)	Waterloo (\$26,552)
6. Alberta (\$34,917)	Guelph (\$31,967)	Guelph (\$26,992)	McMaster (\$27,779)	Calgary (\$25,395)
7. Military Coll. (\$34,911)	Alberta (\$31,327)	McMaster (\$26,140)	Alberta (\$27,184)	York (\$25,328)
8. Guelph (\$34,713)	Victoria (\$31,024)	Alberta (\$27,989)	Ottawa (\$28,746)	Victoria (\$25,322)
9. Victoria (\$34,639)	Simon Fraser (\$30,638)	Ottawa (\$27,810)	Guelph (\$26,640)	McMaster (\$25,301)
10. McMaster (\$34,349)	Military Coll. (\$30,463)	Calgary (\$27,495)	York (\$26,482)	Guelph (\$25,283)

TABLE 10
Rank Order of Average Salaries by University
Average Salary in Parentheses
Associate Professors

1975-76	1974-75	1973-74	1972-73	1971-72
1. Military Coll. (\$25,404)	Military Coll. (\$22,472)	Military Coll. (\$20,132)	Waterloo (\$16,783)	Royal Rds. (\$18,250)
2. U.B.C.	Waterloo	Waterloo	Military Coll.	Waterloo

(\$24,890)	(\$21,540)	(\$19,752)	(\$16,749)	(\$16,060)
3. Victoria (\$24,593)	U.B.C. (\$21,415)	Lethbridge (\$19,739)	Lethbridge (\$18,454)	Guelph (\$18,034)
4. Simon Fraser (\$24,588)	Simon Fraser (\$21,332)	Calgary (\$19,308)	Guelph (\$16,306)	RMC (\$17,623)
5. Waterloo (\$24,244)	Laurentian (\$21,029)	Western Ont. (\$19,298)	Ottawa (\$18,265)	Alberta (\$17,857)
6. Lethbridge (\$24,063)	Western Ont. (\$20,907)	Alberta (\$19,187)	Alberta (\$18,232)	CMR (\$17,450)
7. Laurentian (\$23,834)	Toronto (\$20,892)	Ecole Polytech (\$19,157)	Queen's (\$18,206)	McMaster (\$17,450)
8. Western Ont. (\$23,728)	Victoria (\$20,889)	Guelph (\$19,103)	Toronto (\$18,094)	Windsor (\$17,432)
9. Toronto (\$23,482)	Guelph (\$20,818)	Toronto (\$19,083)	McMaster (\$18,082)	York (\$17,342)
10. McMaster (\$23,480)	Alberta (\$20,645)	Ottawa (\$18,954)	Western Ont. (\$18,040)	Queen's (\$17,340)

TABLE 11
Rank Order of Average Salaries by University
Average Salary in Parentheses
Assistant Professors

1975-76	1974-75	1973-74	1972-73	1971-72
1. Military Coll. (\$20,436)	Military Coll. (\$18,085)	Military Coll. (\$16,148)	Military Coll. (\$14,959)	CMR (\$14,893)
2. U.B.C. (\$20,362)	Simon Fraser (\$17,520)	Simon Fraser (\$15,842)	Brock (\$14,925)	Windsor (\$14,182)
3. Simon Fraser (\$20,191)	U.B.C. (\$17,462)	Lethbridge (\$15,533)	Windsor (\$14,706)	RMC (\$14,041)
4. Victoria (\$20,024)	Western Ont. (\$17,043)	Toronto (\$15,406)	Simon Fraser (\$14,657)	Waterloo (\$13,997)
5. Nova Scotia Tech. (\$19,767)	Ottawa (\$16,801)	Ottawa (\$15,319)	Ottawa (\$14,600)	Guelph (\$13,991)
6. Western Ont. (\$19,488)	Laurentian (\$16,731)	U.B.C. (\$15,281)	U.B.C. (\$14,600)	Lakehead (\$13,844)
7. Ottawa (\$19,375)	Toronto (\$16,693)	Carleton (\$15,259)	Toronto (\$14,578)	Laurentian (\$13,866)
8. Laurentian (\$19,177)	Guelph (\$16,592)	Western Ont. (\$15,203)	Guelph (\$14,533)	McMaster (\$13,865)
9. Lethbridge (\$16,548)	Victoria (\$15,131)	Lakehead (\$14,484)	Waterloo (\$13,780)	U.B.C. (\$13,760)
10. Guelph (\$18,745)	Waterloo (\$16,474)	Will. Laurier (\$15,120)	Nova Scotia Tech (\$14,447)	Ottawa (\$13,719)

TABLE 12
Rank Order of Average Salaries by University
Average Salary in Parentheses
Rank below Assistant

1975-76	1974-75	1973-74	1972-73	1971-72
1. Queen's (\$18,337)	Queen's (\$15,776)	Ecole Polytech (\$15,180)	Simon Fraser (\$12,419)	Royal Roads (\$11,700)
2. Ottawa (\$17,649)	Military Coll. (\$15,067)	Military Coll. (\$13,236)	Military Coll. (\$12,303)	Queen's (\$11,602)
3. U.B.C. (\$17,476)	Toronto (\$14,229)	Simon Fraser (\$13,114)	Waterloo (\$12,036)	RMC (\$11,542)
4. Toronto (\$16,900)	Guelph (\$14,069)	Toronto (\$12,822)	Ecole Polytech (\$12,021)	Lakehead (\$11,501)
5. Simon Fraser (\$16,797)	Carleton (\$14,025)	Ottawa (\$12,771)	Toronto (\$12,020)	York (\$11,482)
6. Military Coll. (\$16,548)	Ottawa (\$13,882)	Lakehead (\$12,513)	Queen's (\$11,987)	Simon Fraser (\$11,471)
7. Waterloo (\$15,779)	U.B.C. (\$13,526)	Carleton (\$12,502)	Lakehead (\$11,978)	Waterloo (\$11,467)
8. Victoria (\$15,420)	Waterloo (\$13,464)	Waterloo (\$12,483)	Ottawa (\$11,808)	Windsor (\$11,348)
9. Laurentian (\$15,327)	Lakehead (\$13,335)	Brock (\$12,388)	York (\$11,751)	CMR (\$11,325)
10. Guelph (\$15,296)	York (\$13,298)	Sharbrooke (\$12,170)	Carleton (\$11,712)	Guelph (\$11,271)

Size of a university is another variable in influencing faculty salaries but not a major one. While most of the higher paying universities are large and the lower salaries are in smaller institutions, deviation from these generalizations destroy much of the statistical validity of size as an important variable for a sample of this size. But Where Do I Stand?

Obviously, many factors account for an individual's salary, among them, years of service, rank, discipline, region, size of university and personal merit. Some of these factors are known and quantifiable, and an algebraic formula enables any faculty member to calculate his or her theoretical salary for purposes of comparison with an actual salary. In the following equations, S represents the theoretical salary for 1974-75, the first figure is a constant for each rank and region, and the second is a multiplier for size of the university, i.e. the number of persons in a given rank (X).

Table 13
Formulae for Calculating Average Salaries, 1975

	Full Prof.	Assoc. Prof.	Ass't. Prof.	Rank below Ass't.
Atlantic	S = 23,153 + 27.7X	18,631 + 2.8X	15,214 + X	12,061 + 8.3X
Quebec	S = 24,799 + 41.4X	19,557 + 6.9X	15,781 + 1.4X	12,752 + 8.3X
Ontario	S = 25,463 + 41.4X	20,429 + 1.4X	16,086 + X	13,250 + 6.9X
West	S = 25,078 + 41.4X	19,896 + 1.4X	15,906 + 1.4X	12,199 + 6.9X

To illustrate, an associate professor at Carleton would calculate his salary as follows S = 20,429 + 1.4(249) = \$20,680. there being 249 associate professors at Carleton in 1974-75. Or an associate professor at Dalhousie would calculate a salary as S = 18,631 + 2.8(119) = 18,631 + 333 = \$18,964. Local associations have been provided with copies of the 1974-75 faculty salary survey and can provide interested members with the number of persons reported in each rank.

Mark Thompson is in the Faculty of Business Administration at the University of British Columbia, and a member of the CAUT Collective Bargaining Committee.

Unfair Dismissal at Lakehead

INTRODUCTION

The Academic Freedom and Tenure Committee has been trying for over a year to persuade Lakehead University to formally reconsider its decision to terminate the appointment of Professor David Irwin of the School of Forestry. In response to the unwillingness of President A.D. Booth to concede that Professor Irwin had been treated unfairly, the Academic Freedom and Tenure Committee appointed a committee of inquiry composed of Professor John McCamus (Osgoode Hall, York University), Professor Douglas Hoffman (Land Resource Science, Guelph) and Professor David Love (Forestry, Toronto) to advise the AFT Committee whether or not CAUT intervention on Professor Irwin's behalf was appropriate and to prepare an account for possible publication of the circumstances surrounding his termination. Professor McCamus acted as chairman of the Committee of inquiry.

The University's Professor Irwin and the Lakehead University. While the Faculty Association were asked to comment on a draft version of the report. A final version was sent to the interested parties and efforts were renewed to persuade the University to formally reconsider the case. This suggestion was declined. The School of Forestry did, however, decide to determine by secret ballot whether or not the members of the School wished the case to be reopened. While the CAUT does not feel that important matters affecting the careers of faculty members should be decided by simple balloting procedures, it did not protest in this instance because it was clear that the university would go no further towards rectifying the situation. A majority of the members of the department have voted against a review of professor Irwin's dismissal.

CAUT COMMITTEE OF INQUIRY TERMINATION OF THE APPOINTMENT OF DAVID IRWIN

INTRODUCTION

In June of 1974, Professor David Irwin was notified by Dr. A. D. Booth, the President of Lakehead University, that his contract of employment as an Assistant Professor in the School of Forestry at Lakehead University had been terminated, effective June 30th, 1975. Professor Irwin was at that time serving his third year of a probationary appointment. The decision to terminate Professor Irwin was based on a secret ballot held within the School of Forestry some weeks prior to the official notification from President Booth. No meeting of the department was held in which the members of faculty could review the various factors which would be considered material in reaching a decision of this kind. No invitation was extended to Professor Irwin to circulate a curriculum vitae or in any other way to furnish information to those who were deciding his fate. No formal reasons for

termination were ever given to Professor Irwin. Indeed it may be that none could be - those who voted for termination were not asked to indicate reasons for their negative vote. The grounds for termination, therefore, remain a matter of speculation. What is known, however, is that Professor Irwin had no opportunity to respond to his critics or to clear the air of any misunderstandings or confusion concerning his performance at Lakehead, his qualifications or any other matter considered relevant by his colleagues.

Predictably, Professor Irwin felt aggrieved both by the nature of the decision and by the secrecy in which it was enshrouded. On would be hard pressed to devise a decision-making process which would be better suited to intensifying the frustrations of the terminated faculty member and of giving rise to suspicions that the decision was based on improper or irrelevant considerations. It should come as no surprise, therefore, that considerable pressure for a review of the decision to terminate Irwin has been mounted. Apart from Professor Irwin himself, three of his former colleagues in the School of Forestry asked that the termination be reconsidered by the members of the faculty. Ultimately, both the Lakehead University Faculty Association and the Canadian Association of University Teachers pressed for similar relief. Their collective efforts have been to no avail.

Accordingly, on July 29th, 1975, the Academic Freedom and Tenure Committee of the CAUT proposed to Dr. Booth that the CAUT and Lakehead University appoint a joint committee of inquiry to examine the circumstances surrounding the decision not to renew Professor Irwin's appointment and to determine whether or not the concerns expressed by the CAUT were justified. This suggestion was rejected by Dr. Booth on behalf of the University. The AF&T Committee therefore unilaterally established this Committee to conduct such an inquiry.

Our terms of reference were the following:

"The committee of inquiry is instructed to inquire into the procedural and substantive circumstances surrounding the decision of Lakehead University to terminate the appointment of Professor J.D. Irwin in the School of Forestry; to provide a factual account of the events in the case and to advise the Academic Freedom and Tenure Committee whether or not the decision to terminate Professor Irwin's appointment was fairly taken and reasonable. In its consideration of the facts of the case the committee of inquiry is asked to consider both the existing procedures at Lakeshead University governing the renewal of faculty appointments and the procedures contained in Section A (p.46) of the CAUT policy Statement on Academic Appointments and Tenure."

It is with much regret that we must report at the outset that the attempts of this Committee to conduct its investigation met with very little support or co-operation from the responsible parties at Lakehead University. The initial composition of the Committee was challenged by Dr. Booth who alleged that one of our number was "not impartial" but "biased against Lakehead University". While not agreeing that this charge of lack of objectivity was in any way meritorious, the AF&T Committee did appoint a substitute for the member in question who met with Dr. Booth's approval. Further, Dr. Booth advised the CAUT that Lakehead University would not co-

operate with our Committee unless two conditions were met. First, an undertaking in writing from Mr. Irwin that he would not institute legal proceedings for any reason whatsoever against the University or any of its employees past or present was required.

Secondly, all documents obtained by our Committee in the course of our investigation were to be filed with Dr. Booth. For obvious reasons, the AF&T Committee responded that it would not comply with either of these conditions.

Against this background, our Committee made preparations to visit the Lakehead University Campus in order to interview all interested parties.

On November 12th, 1975 our Chairman wrote to Dr. Booth and advised him of the Committee's intention to visit Thunder Bay for this purpose in December. On November 17th, 1975 Dr. Booth sent a memorandum in the following form to all members of the faculty of the School of Forestry.

"As you will know, CAUT has struck a Committee to examine the Irwin case. This Committee will be visiting our campus sometime during December.

The University Solicitor has asked me to remind you that you are under no obligation to testify before this Committee or to give oral or written evidence to them.

Our Solicitor advised us further that it would be unwise for members of the Faculty to give any testimony, both from their own point of view and from that of the University."

Upon learning of the circulation of this memorandum, the AF&T Committee took strong exception to its contents and communicated its concern to Dr. Booth. On November 27th, 1975, Dr. Booth circulated a further memorandum of clarification in the following terms:

"I would like to clarify the contents of my Memorandum of November 17th concerning the CAUT Committee which intends to examine the Irwin case. It seems that the advice in the Memorandum may have been misunderstood.

For legal reasons, the University is not cooperating with CAUT in its inquiries. The advice in my Memorandum was given because of the possibility of future legal proceedings being brought against the University and Faculty members.

However, this advice was not intended to direct your actions. You are, of course, free to decide individually whether or not you wish to give evidence or information to the CAUT Committee."

In the event, very few members of the Faculty were prepared to exercise their freedom to meet with the Committee. Neither Dean Braun nor Professor Hearnden, the Chairman of the School of Forestry, were willing to meet with our Committee. Neither were the vast majority of the members of the Faculty of the School. One member of faculty who did meet with us suggested that the major reason for the lack of co-operation which we encountered was "fear of law suits".

We do not, of course, question the good faith of Dr. Booth in issuing these memorandums. President Booth ultimately did meet with us and engaged in a frank exchange of views. With regard to his counselling of reticence, his role was that of communicating to faculty members the advice of the University Solicitor. Further, of course, we do not make any attempt to assess the merits of the legal advice given by the University Solicitor.

Such questions are clearly beyond our terms of reference.

We do feel, however, that there is a danger in cases such as the present that naive and fanciful notions of potential legal liability will be seized upon by the members of faculty as excuses for refusing to accord fair and humane treatment to their colleagues in making vital decisions of the kind at issue in this case. We were told, for example, by one member of faculty that the reason for proceeding by way of secret ballot and giving no reasons for negative decisions was to avoid any possibility of law suits. Further, it is regrettable that such notions may have the affect of precluding an accurate assessment of the facts of a particular case by a committee such as ours which is attempting in good faith to seek a constructive resolution of the dispute in question.

A posture of secrecy virtually forces the aggrieved party to turn to a court of law in order to obtain the information necessary to ascertain the merits of his position. Moreover, such a posture does little to ameliorate the anxieties and concerns of other members of the faculty in question. Parenthetically, it should be noted that in the present case there is no evidence that Professor Irwin indicated that he might seek legal recourse until a very late stage in the chronology of events. Further, we might add that we are unaware of any attempt by members of the faculty to inform themselves of their legal position and ascertain whether their fears of potential law suits were in any sense realistic. We are inclined, therefore, to the view that the fear of litigation was over-dramatized by members of the faculty of the School of Forestry. More importantly, for present purposes, the reticence of members of the faculty rendered the work of our Committee much more difficult than it might otherwise have been. As a result, our access to material information was restricted. As will be seen, however, we are completely satisfied that on the basis of the facts as we understand them, the procedure followed in terminating Professor Irwin was inadequate and unfair. It is our view that the Irwin case provides a classic illustration of the necessity for established and fair-minded procedures which will have the effect of according due process to probationary members of faculty who are subject to termination and as well, will provide a forum which conduces to a responsible exercise of collegial decision-making powers.

We proceed by first giving an account of the facts in this case. We then consider the question of whether the procedures followed in terminating Professor Irwin comply with (i) CAUT guide lines and (ii) the Rules set out in the Lakehead University Faculty Handbook. Finally, we turn to the question of whether Professor Irwin's termination seems warranted by his performance as a member of faculty.

THE FACTS

Professor Irwin was approached in late August of 1971 by Professor K. W. Hearnden, the Chairman of the School of Forestry at Lakehead University, and asked to consider the possibility of a term appointment for one year at the School. The appointment would commence within a few weeks, on September 15th. The necessity for making an appointment at this time had arisen suddenly and tragically as a result of the death of a member

of the faculty of the School. Professor Irwin was then employed in Ottawa at the Forests Products Laboratory. Some years earlier he had been a tenured member of the faculty at the University of New Brunswick. Apparently, he had given some thought to the possibility of returning to full-time teaching. Irwin's response to Professor Hearnden was that he would only be interested in leaving his present employment if the appointment were to be probationary in nature with a long term association with Lakehead University in mind. On August 27th, the appropriate discussions at Lakehead having taken place, Dean Braun wired an offer of a probationary appointment at the rank of Assistant Professor to commence on September 15th. Irwin accepted this offer and on September 17th, 1971 his appointment was confirmed by letter from the then President of Lakehead University, Mr. W. G. Tamblyn.

The nature of a probationary appointment at Lakehead is indicated, to some extent, in the faculty handbook with which Professor Irwin was furnished when he first joined the Lakehead faculty in early September, 1971. The following is the entry in the faculty handbook which purports to describe the nature of a probationary appointment.

Probationary Appointments: Appointments are normally made on a probationary basis for the first four years. Probationary appointments can be terminated at the end of any contract year. During the first or second contract year, the appointee shall be notified by December 1st whether or not his appointment is to terminate at the end of that contract year. During the third or fourth contract year, the appointee shall be notified by July 1st as to whether or not his appointment is to terminate at the end of that contract year.

By June 30th of the fourth probationary year, the appointee shall be notified that:

(a) he shall receive tenure effective July 1 of the 5th year; or

(b) his probationary period shall be extended for a fifth year; or

(c) his contract shall not be made permanent and consequently shall terminate on June 30th of the fifth year. If the appointee's probationary period is extended for a fifth year, then he shall be notified by June 30th of the fifth year whether

(a) he shall receive tenure effective July 1 of the sixth year; or

(b) his contract shall not be made permanent and consequently shall terminate on June 30th of the sixth year. Time spent on Special Leave shall not be considered as part of the probationary period.

All such notifications shall be made in writing and shall be made by the President or by the Acting President.

The only additional passage of the faculty handbook which appears to be material is a paragraph from the job description of the position of Department Chairman.

This paragraph reads as follows:

"The Chairman shall ascertain the opinions of his departmental colleagues with respect to all major policy implementations such as: the recruitment of staff, the renewal and non-renewal of probationary contracts; dismissals; request for promotion and tenure.

These opinions shall be ascertained by a formal procedure established by the Department and shall be transmitted by the Chairman along with his own, to the Dean and/or other appropriate bodies."

Although no criterion for the decision to renew a probationary contract is stated in the faculty handbook, it is at least made clear that such decisions are considered to be "major policy implementations" and that opinions are to be gathered

by a "formal procedure established by the department".

The probationary appointment at Lakehead University is thus clearly seen to be "probationary" in the sense in which that term is employed in the CAUT Handbook.

As is stated in the Handbook:

"The purpose of a probationary appointment is to provide a period of mutual appraisal for the University and the candidate. Probation does not imply inevitable appointment with tenure. It should imply that the University will give very serious consideration to such an appointment."

At Lakehead, this "serious consideration" for a tenured appointment would normally be given during the fourth year of the probationary appointment.

Having attained the objective of a probationary appointment, Professor Irwin took up his new post in September of 1971. As is often the case in relatively new and consequently understaffed departments, Irwin was obliged to assume a heavy teaching load, the nature of which was then common in the School of Forestry. If his teaching load was of the common weight, however, his time for preparation was uncommonly short. Despite this handicap, Irwin was able to obtain a very favourable response to his courses and his teaching from his students. There can be little doubt that Professor Irwin committed himself with great enthusiasm to his new responsibilities at Lakehead. With a positive response from his students and an absence of negative feedback from his chairman and colleagues, Irwin assumed, not unrealistically in our view, that his contribution to the work of the school was respected and considered at the very least, adequate. During the next two years, Irwin's probationary appointment was twice renewed.

Some of Irwin's supporters in the School have suggested that occasionally Irwin ruffled feathers by expressing forcefully his views about such issues as the "future direction of the School." Apart from honest disagreements on issues of this kind, however, and minor disagreements about space utilization (all of which appear to have been satisfactorily resolved with Irwin's concurrence), there was nothing to sour Irwin's perception that his return to academic life had met with success and that he was functioning effectively in his new job. So confident was Irwin of his position that he resolved to apply early for promotion to Associate Professor during his third year at Lakehead. Although he was advised by some colleagues that first applications for promotion, especially early applications, were likely to be turned down, Irwin felt that his prior experience when coupled with his performance at Lakehead would give him a reasonable prospect for success. Moreover, he felt that if first applications were frequently turned down, it would be preferable to endure the first unsuccessful application and prepare the way for a second and, hopefully, successful application, in the relatively near future.

Irwin made his application for promotion to Associate Professor in the fall of 1973 and indeed, it was ultimately unsuccessful. Although it might appear that the matter of Irwin's application for promotion is immaterial to our deliberations concerning the decision not to renew his contract, there did appear to be some connection between these two matters - at least in Dr. Booth's view. For this reason, a short account of the events concerning that application must be given. Irwin's application was considered by the Faculty of University Schools Promotion and Tenure Committee on November 21st, 1973 and was rejected. On November 22nd, Dr. Booth communicated this decision to Irwin by letter and indicated the reasons for the decision in the following terms:

"The reasons given were various but included lack of publications, minimal involvement in outside professional activities, and lack of co-operation with other members of your Department."

Irwin has since stated that he viewed these remarks as indicating that the decision of the Committee had been made on the basis of allegations of incompetence which were quite unwarranted. Further, he considered this judgement to be a serious attack on his professional reputation. He felt that it could not go unanswered. Irwin determined to invoke the procedure set forth in the Faculty Handbook for the taking of appeals from decisions on questions of tenure and promotion. Irwin consulted a lawyer and obtained assistance in the drafting of a document outlining the grounds for appeal which was forwarded by the solicitor on December 13th, 1973.

The appeal machinery for tenure and promotion cases at Lakehead involves the appointment of an Ad Hoc Committee of colleagues from other Universities and may involve, as it did in the Irwin case, the convening of the Committee on campus to review the evidence and hear submissions. The implementation of these arrangements proceeded at a somewhat leisurely pace in Irwin's case and indeed by June of 1974, not a great deal had been accomplished.

This, of course, was the month in which Irwin's contract of employment was terminated. Nevertheless, the promotion appeal continued. Irwin assumed that if his appeal were successful, the University would instigate a reconsideration of the decision to terminate his contract of employment. While no undertaking of this kind was ever given by Dr. Booth nor, so far as we can determine, anyone else, this does not seem to be an unreasonable assumption on Irwin's part. In any event, the appeal process did continue and was finally concluded late in the Fall of 1974. President Booth advised Irwin on December 16th, 1974 that his appeal had not been successful. Although a number of points of criticism of a due process nature have been taken with regard to the proceedings of the appeals committee, we see no reason to pursue these matters for present purposes. It may be noted, however, that regardless of what may have been the reasoning underlying the decision of appeals committee, one of the obvious effects of its conclusion was to save the University the embarrassment of being advised to promote someone whose contract of employment had been terminated.

The events surrounding the decision to terminate, of course, are central to the issues before this committee. Of primary concern, are the steps by which the School of Forestry purported to discharge its responsibility to establish what is vaguely described in the faculty handbook as a "formal procedure" for ascertaining opinions to be transmitted by the Chairman along with his own recommendation with respect to renewal and non-renewal of probationary contracts. The question of procedures for reviewing probationary appointments was considered at a meeting of the Department held on May 2nd, 1974. The individual who normally acted as Secretary at such meetings was absent on this occasion and for this reason, perhaps, no minutes of the meeting were ever presented for ratification at a subsequent meeting of the School of Forestry. Professor Hearnden, in conversation with representatives of the Lakehead University Faculty Association in March of 1975, apparently referred to this meeting as being an "unofficial" departmental meeting held to discuss (among other things, presumably) these procedures. For whatever reason, however, Professor Hearnden did keep his own handwritten minutes of this meeting which he subsequently showed to members of the faculty who were present at the meeting

for purposes of authentication.

We have no idea why these minutes were not submitted to a subsequent meeting for ratification. Perhaps it was indeed felt that the meeting was "unofficial" in some sense. In any event, the handwritten minutes do indicate that at that meeting one of the members of faculty proposed that secret ballots with a simple "yes or no" be used as the formal procedure. Those faculty members who wished to discuss the merits of individual cases with the Chairman could do so on a private and confidential basis. As no objection was taken to this suggestion, it was assumed that all present agreed to this proposal.

Ten of a possible thirteen faculty members were present for the May 2nd meeting. One of the absentees was Irwin himself who had left on Monday, April 29th, with Dr. Booth's approval, for a six week holiday. Irwin did not appreciate that the matter of his appointment would be reviewed during this period. Nor did he appreciate that procedures would be established during his absence. The notice of the meeting called to discuss evaluation procedures was circulated late on April 29th after Irwin had left for his vacation. It is, of course, fair to point out that a reading of the Faculty Handbook would indicate that the matter of his appointment would have to be reviewed at some time prior to the end of June.

There was apparently some urgency with respect to these matters. Rapid progress was made in reaching a decision. On May 3rd, a ballot in the agreed form was circulated to the members of the faculty. The votes were tallied on May 10th the vote being against Irwin by seven votes to three with one abstention. By the time Irwin returned from his vacation on June 12th, notice of a registered letter had arrived at this home and a copy of the same letter advising him of his termination was to be found in his mail at the office.

This development came as a shock to Irwin. There had no annual review of his performance, for example, in which general dissatisfaction with Irwin's work had been indicated. There had been a few disagreements over administrative matters but these had been resolved, Irwin assumed, on a mutually satisfactory basis after conversations with the Chairman. Moreover, although he was obviously aware of the difficulties encountered with his promotion application, it was Irwin's assumption that the issues raised by the annual renewal of a probationary contract were very different from these considered pertinent to a decision to promote.

In Irwin's view, a probationary contract would be more or less automatically renewed unless the probationer demonstrated incompetence. In the fourth year, however, an "up or out" decision would be made on the basis of a higher standard of competence. Irwin conceded to our Committee that he did not receive a specific undertaking to this effect from the Chairman or, indeed, anyone else. This did however, appear to be the general practice at Lakehead.

A detailed account of the many subsequent attempts made by Irwin and others to obtain a re-consideration of the decision to not renew is not necessary for our purposes. Suffice it to say that on a number of occasions, Irwin himself, three members of the faculty of the School of Forestry, a rather large group of Irwin's students, the Lakehead University Faculty Association and the AF&T Committee of the CAUT all made representations to Professor Hearnden or Dr. Booth with a view to re-opening the matter of Irwin's termination. As previously indicated, all of these attempts met with failure and resulted ultimately in the appointment of this Committee.

QUESTION 1:

Were the CAUT guidelines on renewal of Faculty appointments followed in this case?

A reading of the above facts and of the CAUT guidelines leaves one in little doubt on this first question. It is abundantly clear that no attempt has been made at Lakehead to comply with the CAUT guidelines nor indeed, to ensure procedural justice at any level in the decision-making process relating to renewal of probationary appointments. To list the main features of the process envisaged by the CAUT guidelines is to list the major defects and omissions in the arrangements obtaining at Lakehead. The CAUT guidelines (as interpreted in the policy statement in the CAUT Bulletin of June 22, 1974 No. 6 at pp: 39-40) require the following:

- (1) Written notice of the conditions of employment: faculty members are to be made aware of the criteria by which they will be evaluated.
- (2) Proper consideration of the decision to renew: a thorough and deliberate evaluation of material information which the Department should seek out from all relevant sources, including the candidate himself.
- (3) Clearly defined and well-publicized procedures.
- (4) Systematic consultation within the department.
- (5) The faculty member should be given an opportunity to present written or oral evidence to the Committee charged with making the decision.
- (6) Reasons in writing if the faculty member requests them.
- (7) Suitable provision for appeal.

None of these elements were present in the decision-making process at Lakehead University. What is even more surprising, in our view, is that there appears to be very little appreciation of the fairness and indeed, the administrative desirability of smoothly functioning procedures of this kind. Subsequent to the Irwin case, the only change effected in the procedures in place in the School of Forestry appears to be that space has been allocated on the secret ballots for the making of anonymous comments. No steps have been taken to prevent a recurrence of the problems which developed in the Irwin case.

At the risk of belabouring the point, we wish to indicate more specifically some of the problems which have arisen here as a result of the failure to adopt fair procedures.

In the first place, it is clear, for example, that members of the Department had not reached any agreement as to what the objective criterion on which to base their judgment to renew or not renew should be. A number of different criteria for such cases are possible. The annual decision might be, in effect, dismissal only with cause. Alternatively, it might be viewed as a preliminary review of the tenure decision - will this person be suitable for tenure in X years? It might be considered as falling somewhere in between these two standards. The evidence before us, however, is that no standard had been articulated in the Faculty Handbook or elsewhere.

In the absence of (a) an agreed criterion, (b) proper techniques of information gathering, (c) a consultative process, (d) communication with the candidate and (e) an articulation of reasons for the decision, it is not surprising that some parties have raised suspicions that immaterial factors were considered by various faculty members of the School in reaching their individual decisions.

Certainly it appears to be the case that much misinformation concerning Irwin circulated within the department. It was apparently widely believed, for example, that Irwin had been refused tenure at U.N.B. and that his initial appointment at Lakehead was not probationary in nature. Further, we were advised of a number of incidents - invariably trivial in nature - which were put forward as evidence of an uncooperative attitude on Irwin's part. We questioned Irwin and others thoroughly on these and on other matters raised in discussions of this kind.

We are satisfied that at least some faculty members laboured under distorted or false impressions of the facts pertinent to these incidents and as to various matters relating to Irwin's background. It is impossible to assess the impact of such misinformation on the casting of individual ballots. We do, however, share the suspicions of others that false information may have had a negative effect on the consideration given Irwin by his colleagues. In any event, it is clear that the absence of any communication with Irwin precluded the possibility of erroneous impression of this kind being corrected by him.

More than this, there was no attempt by the department to gather material information and place it before individual members of faculty prior to the casting of ballots. Indeed, as will be seen, we are not at all convinced that a reasonable reading of the material facts would lead to a decision not to renew.

QUESTION 2:

Were the existing procedures at Lakehead University governing the renewal of faculty appointments followed in this case?

On this question some very narrow points of interpretation of the rather vague prescriptions in the Faculty Handbook have been presented to us by the representatives of the Lakehead Faculty Association on the one hand and by those representing Lakehead University on the other. Representatives of the University have pressed us with the view that the secret ballot agreed upon at the meeting of May 2nd, 1974 complies with the requirement of the Handbook that a formal procedure be established by the Department to gather opinion on these matters. The Faculty Association have argued that this balloting procedure cannot be seriously considered a "formal procedure" for gathering "opinion". Moreover, it is suggested, it was not duly agreed to by all members of faculty at a properly constituted meeting, as evidenced by the fact that proper minutes were not kept. Such arguments raise questions of Aristotelian subtlety.

When is procedure so woefully inadequate that it can no longer be called a "formal procedure"? What formalities relating to departmental meetings must be followed before it can be said that something has been "established by the department"? Is the mere request for an affirmative or negative secret vote an attempt to "ascertain the opinions of (the Chairman's) departmental colleagues"?

Such questions require us to turn rather fine points of interpretation on the various provisions of the Faculty Handbook. It is patently a document ill designed to withstand a heavy analytical barrage of this kind. A careful parsing of the pertinent passages yields little insight into the intentions of the original draftsman or of those who initially approved the document with respect to questions of the kind raised here.

If, however, one looks to the spirit rather than to the letter of this document, we are persuaded that however well-motivated individual members of the School of Forestry may have been, the secret ballot device which they adopted cannot be considered to be a meaningful compliance with the requirement that there be formal procedures established for ascertaining collegial opinion.

What sources should a Committee such as ours turn to in making a determination of this kind? First, one might look to local practice at Lakehead. Thus, we draw some support from the fact that we are advised that the decision-making procedures of many of the Faculties and departments at Lakehead University are substantially more just than those in place at the School of Forestry. Further, in interpreting a vaguely worded document of this kind, it is appropriate for us to ascertain its meaning against the background of the academic culture in which notions of collegial decision-making have developed. It is not the case,

of course, that all University campuses dutifully comply with the CAUT guidelines. Yet, it is a common place of the collegial decision-making process which has become a recognized component of the internal processes of governance of Canadian universities (and which has been so dearly purchased in some contexts) that colleagues engage in frank and vigorous debate and bring their collective judgment to bear on the difficult issues before them. A department which adopted the practice of requesting their Chairman to submit a difficult issue to them on the basis of a secret "yes-or no" ballot would not be engaging in such a process as it has come to be understood on Canadian university campuses.

In our view, therefore, a document which requires, as does the Lakehead Faculty Handbook a consultative process and the formal transmittal of departmental recommendations and opinions is not complied with by a Department which refuses to do more than collect anonymous ballots. On this basis, then, we are prepared to answer the second question negatively.

For the reasons we have indicated, we are not enamoured of the task of choosing between the overly technical and finely-tuned interpretations of the various passages of the Faculty Handbook which have been presented to us. We are being asked to give meaning to a document which is so vaguely worded that no clear meaning can be drawn from it. If pressed to a conclusion on these matters, however, we are inclined to view that the formal inadequacies of the May 2nd departmental meeting should not be considered to be a significant problem. On the other hand we feel that the secret ballot should not be considered to be formal "procedure" for ascertaining collegial "opinion" in the requisite sense. A reasonable reading of the intent of the document must involve a more adequate procedure than that established by the School of Forestry.

QUESTION 3:

Was the decision to terminate Professor Irwin's appointment reasonable?

We encounter some difficulty in attempting to answer this question in the absence of a stipulated criterion against which the evidence concerning Professor Irwin's performance should be assessed. For purposes of considering this question, we assume that the appropriate standard of performance is something greater than merely that the candidate must avoid creating grounds for dismissal by cause. At the other end of the spectrum, we assume that it is not necessary to demonstrate performance which would be adequate to provide a basis for either tenure or promotion. That is the standard which must be met during the fourth or fifth year of one's appointment under the Lakehead rules when the decision to promote or grant tenure would normally be made. An appropriate guideline, we suggest, is to attempt to determine whether Professor Irwin's performance could be deemed as satisfactory in the light of the three criteria usually associated with decisions to grant tenure or promotion teaching, research and other professional activities and service to the University. These criteria are reflected in the Lakehead University rules relating to tenure and promotion.

A further difficulty which we encounter, of course, is in attempting to ascertain the basis on which the decision was originally made. Some guidance, perhaps, can be taken from the November 22nd, letter of Dr. Booth which indicated the grounds for refusal of promotion. As well, we were given some indication of the thinking of at least some members of the faculty in the course of the hearings held by this Committee at Lakehead University. After reviewing Irwin's performance with respect to the three criteria for tenure and promotion we will give some consideration to the possible grounds for the decision not to renew

which are suggested by these sources.

Professor Irwin's strongest contribution to the work of the School of Forestry would appear to be his teaching. The Committee who met with us and spoke at length about the merits of Irwin's performance as a classroom teacher and as a member of Faculty who made himself accessible to students. Lengthy petitions were prepared by an over-whelming majority of the students in Irwin's classes when it was learned that his contract for employment was not be renewed. We are not unaware, of course, that delicate distinction can and indeed, should be made between a popularity which results from good teaching and a popularity which is more closely linked to personality factors. Our assessment, based on the evidence presented to us, is that Irwin's popularity with his students is of the former variety. The conduct of the students in protesting Irwin's termination, in gathering information and in presenting their information to our Committee exhibited a desire to respond to the situation responsibly and constructively. We think they accomplished these objectives quite admirably. We would add that Professor Irwin's colleagues appear to have conceded that there was no problem with his teaching.

Irwin's contributions as a scholar during his first three years at Lakehead in terms of research and scholarly publication are not substantial. This, indeed, was a point taken by the committees considering the possibility of promotion. When considered with regard to a decision not to renew, however, two important points must not be overlooked. In the first place, it is clear that the very heavy teaching load assumed by Irwin virtually precluded sustained work on projects of this kind.

Secondly, it was conceded by Irwin's colleagues that his performance in this regard had not been less noteworthy than that of the majority of his colleagues. We do not wish to be taken as being critical of the performance of faculty members of the School. It is quite apparent that they were necessarily pre-occupied with the tasks of building a new school and discharging the burdens imposed by heavy teaching loads. However, it is clear that a case for non-renewal could not be based on a deficiency in this category on Irwin's part.

There is no evidence before us to suggest that Irwin's contribution under the general heading of service to the university was anything less than that to be expected of a member of the faculty. No one has suggested that his performance in this category was deficient in any respect and we conclude that there is no evidence in this category which could be considered a basis for non-renewal.

In sum, a review of available information under the pertinent criteria suggests that a reasoned basis for non-renewal of Irwin's probationary appointment cannot be sustained. What then was the basis for the decision? There has been some suggestion that Irwin's lack of enthusiasm for professional organizations of foresters was a possible basis for a negative assessment of his work. This is presumably what Dr. Booth was referring to in his letter of November 22, 1973 when he used the phrase "minimal involvement in outside professional activities". We are surprised that such factors should be considered material. It is not embraced by the criteria outlined in the Lakehead University Faculty Handbook nor, in our opinion, is it a factor which should properly be considered in decisions of this kind. Moreover, in Irwin's case, whatever lack of interest he may have exhibited in professional organizations, there is quite a bit of evidence in his file to suggest an interest in the practical activities of the forest industries and substantial contact with industry which redounded to the benefit of his students in terms of research projects, practical applications of the skills acquired in the Lakehead programme, and so on. Further, there is

a suggestion in Dr. Booth's letter that a lack of cooperation with other members of the Department was considered to be a problem. Some support for concern in this regard was voiced by other faculty members of the School. It would appear, however, that whatever interpersonal tensions did exist between Professor Irwin and one or more other members of the faculty, a case cannot be made on the evidence before us for the view that such tensions interfered with Professor Irwin's ability to contribute effectively to the work of the Department.

As we have already mentioned, the incidents relied on as evidence of an uncooperative spirit were invariably too trivial to be seriously considered as a basis for an allegation of this kind. Moreover, these appeared to be matters on which Irwin's explanations for what might have appeared to have been counter-productive conduct did not receive a sufficient airing within the Department. The heart of the matter, we suspect, is that Irwin was not well-liked by some of his colleagues. Dean Braun is alleged to have advised Irwin on the occasion of informing him that his contract of employment would not be renewed that he did not "fit in" with his colleagues. The position taken by the CAUT is that questions of personal compatibility of this kind are simply immaterial. We quite agree.

Further, there is some basis for concern in this case that individual members

of faculty and perhaps some administrative personnel were of the view that the decision to terminate would follow quite naturally from the decision to deny the application for promotion. Further, it is possible that Dr. Booth's unwillingness to direct a re-consideration of the decision was linked to the failure of Irwin's promotion appeal. Our view is that these two issues should have been considered as separate problems involving different criteria and requiring different judgments from those involved in making these decisions.

Apart from the foregoing, there have been suggestion that some of Professor Irwin's colleagues operated on the basis of misunderstandings of the general nature referred to in our discussion of the first question before us. To the extent that this may be true, it is obvious that such matters ought not to have been considered.

In sum, it is our view that a case for non-renewal of Irwin's contract of employment has not been established.

CONCLUSION

We conclude that the procedures employed in the decision to terminate Professor Irwin were unfair and that they failed to comply with the standards set forth in the Lakehead University Faculty Handbook and in the CAUT Guidelines. More than this, it is our view that the lack of adequate procedure for gathering ma-

terial information and applying to them appropriate criteria led to a decision which was not reasonable in all the circumstances.

It follows that we support the position taken by the Lakehead University Faculty Association and the AF&T Committee of the CAUT in seeking a reconsideration of the decision to terminate. It is our view that the merits of the case, especially in term of the absence of any sort of due process for the candidate, should have led the university to refrain from relying on narrow points of interpretation of the faculty handbook to stave off the

pressure for review. Professor Irwin was to be on campus for another year in any event. The decision to terminate could have been very easily reviewed in accordance with proper procedures during the following year. This, we submit would have been a most appropriate solution for the problems raised in this case. All of which is respectfully submitted.

Professor John D. McCamus - Chairman
Professor Douglas Hoffman
Professor David Love
May 31, 1976.

The Ontario Institute for Studies in Education

*invites applications
or nominations for the
position of*

Assistant Director

The Ontario Institute for Studies in Education was founded by Ontario Statute in 1965 to conduct Graduate Studies, Research, and Field Development in education. The Institute has an academic faculty of 160 and a complement of about 500 professional, research, and general support staff. In affiliation with the University of Toronto, the Graduate Studies function offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The Research and Development function is currently involved in numerous research studies, many under contract to government ministries and other agencies. Field Development operates 9 field centres in the educational regions of the Province to assist in the development and dissemination of research findings.

The Assistant Director is a senior academic administrator who reports to the Director and participates with the three Coordinators of the major functional areas of Graduate Studies, Research, and Field Development in advising the Director on general policy development touching on any aspect of the Institute's activities. The Assistant Director has particular responsibility for the administrative coordination of the three functional areas and for the administration of finance and personnel. The successful candidate must be eligible for appointment in one of the academic departments.

The senior administrative structure is currently under review; however it is anticipated that the role of Assistant Director will be substantially as outlined above and that the new appointee will contribute to its final definition. The appointment is for a five-year period, renewable.

Applications and nominations, accompanied by complete résumés of qualifications, will be received until October 15, 1976 or until a selection is made, and should be sent to:

Dr. Clifford C. Pitt
Director

The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario
M5S 1V6

UNIVERSITY OF MANITOBA

FACULTY OF ARCHITECTURE

Enquiries and nominations are invited for the position of HEAD OF DEPARTMENT OF ARCHITECTURE

The appointee will be expected to provide innovative leadership in directing the Department's program within the overall strategy of the Faculty, and within the Canadian context and milieu.

The Department offers a graduate program in close inter-disciplinary collaboration with the Faculty's other graduate departments of City Planning and Landscape Architecture, and with other departments and research institutes of the University.

The undergraduate Department of Environmental Studies in the Faculty prepares students for graduate studies and students may also enter the Architecture program from other programs and disciplines.

The Master of Architecture degree of the Department is recognized by the Royal Architectural Institute of Canada, the Royal Institute of British Architects, and the Commonwealth Association of Architects.

Research in the field of Canadian environmental design and planning is an important aspect of the work of all departments in the Faculty.

Applications including a review of academic, professional and research qualifications and experience, the names and addresses of three referees, and an indication of when available to take up the appointment should be sent to

**J. M. Anderson, Dean,
Chairman, Selection Committee,
Faculty of Architecture,
University of Manitoba,
Winnipeg, Canada. R3T 2N2**

Closing date for applications is October 31st, 1976.

My own experience with Canadian science is a typical case of the frustrations that are faced by many. I graduated from U.B.C. with a B.Sc. in honors mathematics and physics in 1967, and I received a 1967 National Research Council Science Scholarship to do graduate studies in theoretical elementary particle physics at the University of Toronto.

With a Ph.D. in hand and encouraged by National Research Council of Canada post-doctoral fellowship, I went to Cambridge, England in 1971 to continue my research. In 1973, with a desire to return to Canada, I found that the only positions open to me were post-doctoral positions. At that time I thought, surely, if I am in Canada something will turn up. I accepted a post-doctoral research position at McGill University, where I spent two years doing research and looking for that elusive job in industry, at the universities and at government laboratories. In 1975, with no other prospects, I took a position at The University of Western Ontario as a visiting assistant professor for one year, to replace a professor on sabbatical leave. My prospects for the future are now very bleak, and in spite of that, N.R.C. has again awarded me a small research grant to continue my research. However, unless I have a teaching position at a Canadian university, I shall be unable to use it. With such contradictions, is it any wonder that there is a low morale among young scientists?

Ingar Moen

Dept. of Applied Mathematics
University of Western Ontario

1. *A Science Policy for Canada; Report of the Senate Special Committee on Science Policy* (Ottawa, 1972).
2. *To Know Ourselves; The Report of the Commission on Canadian Studies*, T.H.B. Symons (1975).
3. "Survey of University Physics Departments for 1975", D.W.O. Rogers, C.K. Ross and C.K. Scott; *Physics in Canada, The Bulletin of the Canadian Association of Physicists*, page 2, Volume 32 (February, 1976).

Moncton Under Censure

On the recommendation of the Academic Freedom and Tenure Committee, the CAUT Board and Council voted in May 1976 to censure the Rector and Board of Governors of the University of Moncton. The University was unwilling to accept proposals made by the Academic Freedom and Tenure Committee which would, in the view of the Committee, lead to satisfactory settlement of a serious dispute arising out of the dismissal of Professor Firozul Islam, a tenured member of the Department of Chemistry. Despite a finding of an internal committee of inquiry that the offenses with which Professor Islam was charged by the University were not sufficiently serious to warrant dismissal, the Board of Governors, on the recommendation of the Rector, terminated his appointment on June 30, 1975.

Professor Firozul Islam was appointed to the Department of Chemistry, University of Moncton on July 1st, 1966 at the rank of assistant professor. He was granted tenure in July, 1972 which coincided with his appointment to associate professor rank.

During the second term of the 1973-74 academic year there were a number of student complaints about Professor Islam's teaching.

It was suggested to Professor Islam that some of the problem stemmed from his inadequacy in teaching in the French language, and he was offered a year's sabbatical to improve his ability in French and reorient himself in research. Professor Islam elected to remain in his teaching post for the 1974-75 term. Early in the fall term there were renewed student complaints to the Chairman of the department.

Some students expressed to Professor Islam a willingness to support him before the University authorities. Professor Islam apparently approached other students and asked if they would be willing to sign petitions supporting him, as well. On January 7, 1975 Professor Islam was advised by Rector Cadieux that he had been suspended from his teaching duties by the Executive Committee of the Board of Governors for soliciting the student signatures. Action to dismiss him was undertaken.

The suspension was carried out under article 73 of the statutes of the University of Moncton, which also provides for a committee of inquiry to consider dismissal charges against a faculty member.

The committee of inquiry was composed of five members, two nominated by the rector, two by Professor Islam. The four together selected a chairman. After examining the case, the committee of inquiry determined that the way Professor Islam had solicited opinions was a breach of professional ethics. The committee reported, however, that it found no evidence that Professor Islam had coerced the students or used either direct or indi-

rect pressure in getting them to sign the petitions. Accordingly, they recommended that there were not sufficient grounds to justify dismissal and that Professor Islam should be reintegrated into the department.

Rector Cadieux accepted the findings of the committee of inquiry but not its recommendations. Under article 73 the committee does not have binding powers and the Rector recommended to the Board of Governors that Professor Islam be dismissed. The Board considered a direct appeal from Professor Islam but voted to accept the Rector's recommendation. Professor Islam's appointment terminated.

In August 1975, a sub-committee of the CAUT Academic Freedom and Tenure Committee visited the University and held discussions with the Rector. The sub-committee suggested that a final and binding arbitration to judge the substance of the case and to fix an appropriate penalty, if necessary, would be acceptable to CAUT. When it began to appear that no positive action could be expected on the question of a final and binding arbitration of the entire dispute, CAUT proposed as an alternative that Professor Islam be reinstated and that an arbitrator be empowered to decide on a penalty less severe than dismissal. It was suggested that the arbitrator should base his decision on the report of the University committee of inquiry and on additional arguments to be presented by both parties.

It became clear, however, that the University was not prepared to enter into an agreement leading to a settlement of the dispute. The Rector indicated to AF&T Chairman James Stevens the unwillingness of the University to reinstate Professor Islam as a prelude to determining an appropriate penalty by arbitration. It also became clear that the appointment of an arbitration panel to consider the entire case was not possible.

In early January 1976, the Moncton Faculty Association fully informed its members of the facts of the case and made one final attempt to persuade the Board of Governors to reconsider. A final informal meeting with Rector Cadieux and the Chairman of the Board of Governors, Mr. Alfred Landry, and representatives of the AF&T Committee clearly indicated that they were entirely unwilling to consider a fair and equitable resolution of the dispute or even to acknowledge that there was any basis for CAUT concern. The AF&T Committee felt that Professor Islam's rights had been seriously infringed and that the academic freedom of other faculty members at the University of Moncton is not adequately protected. Inadequate and unfair dismissal procedures had been, and could be used again, to end a faculty member's career. It felt there was no alternative but to recommend to the CAUT Board and Council that censure be imposed.

-Full text of the AF&T Committee Report and Censure Motion are on the next page.

Censure Motion - Passed May 1976

Motion de Censure - Adoptée mai 1976

WHEREAS the Rector and Board of Governors of the University of Moncton have dismissed Professor Firozul Islam from his tenured position as an Associate Professor in the Department of Chemistry despite the unanimous findings of a committee of inquiry constituted under the procedures of the University of Moncton that the actions with which he was charged were not sufficiently serious to warrant dismissal.

BE IT RESOLVED that the Canadian Association of University Teachers censures the Rector and Board of Governors of the University of Moncton for this action which disregards academic due process, renders ineffective its own procedures and thus fails to provide adequate protection for academic freedom in the University.

ENTENDU QUE le recteur et le Conseil des gouverneurs de l'université de Moncton ont renvoyé le professeur Firozul Islam, qui détenait un poste permanent comme professeur agrégé dans le département de chimie, malgré les conclusions unanimes d'un comité d'enquête constitué selon les procédures de l'université de Moncton à l'effet que les actes imputés à ce professeur n'étaient pas suffisamment sérieux pour justifier un renvoi.

QU'IL SOIT RÉSOLU que l'Association canadienne des professeurs d'université censure le recteur et le Conseil des gouverneurs de l'université de Moncton pour ce geste qui fait fi des procédures universitaires appropriées, rend inefficaces ses propres procédures et, par conséquent, n'est pas en mesure d'assurer une protection adéquate à la liberté universitaire dans l'université.

C'est avec regret que le comité de la liberté universitaire et de la permanence se voit contraint de présenter au Bureau de direction et au Conseil de l'ACPU la recommandation d'imposer la censure au recteur et au Conseil des gouverneurs de l'université de Moncton. L'université a refusé d'accepter les propositions du comité de la liberté universitaire et de la permanence de l'emploi qui, selon lui, auraient permis de trouver une solution acceptable à un grave conflit qui a surgi à la suite du congédiement du professeur Firozul Islam, professeur ayant un emploi permanent au département de chimie. Bien qu'un comité d'enquête interne ait jugé que les accusations portées contre le professeur Islam par l'université n'étaient pas suffisamment graves pour justifier un congédiement, le Conseil des gouverneurs, sur la recommandation du recteur, mettait un terme à son emploi le 30 juin 1975. Cette décision, selon le comité de la liberté universitaire et de la permanence de l'emploi constitue une grave violation des normes reconnues dans un grand nombre d'universités canadiennes. Elle ne peut pas être tolérée.

Le professeur Firozul Islam était nommé au département de chimie de l'université de Moncton le 1^{er} juillet 1966 avec le rang de professeur adjoint. La permanence de l'emploi lui était accordée en juillet 1972 au moment où il était nommé professeur agrégé.

Au cours du deuxième trimestre de l'année universitaire 1973-74 un certain nombre de plaintes déposées par les étudiants sur l'enseignement du professeur Islam amenaient le vice-recteur le Dr. Helmut J. Schwiager, à suspendre le professeur de l'un de ses cours. Le vice-recteur demandait simultanément au doyen de la Faculté des sciences, le Dr. Roland Cloutier et au président du département de chimie le Dr. V. Mallet de déterminer la cause des difficultés du professeur Islam.

Le doyen avait ensuite le professeur Islam que ses difficultés provenaient, selon lui, de son incapacité à enseigner en français. Il proposait alors au professeur de

prendre un congé sabbatique à plein salaire pendant l'année universitaire 1974-75 dans le but d'améliorer sa connaissance de la langue française et d'augmenter sa compétence à enseigner et, en même temps pour lui permettre de se réorienter dans le domaine de la recherche. Il est évident que ces propositions avaient pour objectif d'aider le professeur Islam à réaliser tout son potentiel académique.

Il est peut-être dommage que le professeur Islam n'ait pas pris de congé sabbatique durant l'année 1974-75 ainsi qu'on le lui proposait. Il estimait que certains termes de son contrat, document signé tous les ans par tous les professeurs permanents de l'université de Moncton, étaient inacceptables. Il semble qu'il ait craint qu'en signant le contrat, il ne diminue son droit de revenir à l'université à la fin de sa période de congé. Ce n'était apparemment pas l'intention de l'université et les termes du contrat ne contiennent rien qui puisse justifier certaines craintes. Lorsque le professeur décidait finalement de signer le contrat, il le fit en protestant et avec des réserves. Le vice-recteur Schweiger refusait alors d'accepter un document signé dans ces conditions et indiquait au professeur qu'il ne recevrait aucune augmentation de salaire pour l'année 1974-75 et qu'il devrait assurer ses cours normalement. Aucun temps supplémentaire ne lui était cependant accordé pour la recherche ainsi qu'il estimait en avoir besoin si on lui demandait de rétablir un programme de recherches.

L'année 1974-75 s'ouvrait donc dans une atmosphère de tension et de méfiance. Le professeur Islam estimait qu'il avait été injustement traité au cours de l'année précédente. Il continuait à penser que les plaintes des étudiants cette année-là avaient été injustes et que l'administration de l'université n'avait pas fait une enquête suffisamment approfondie à ce sujet. Au début du trimestre l'automne de 1974 de nouvelles plaintes parvenaient cependant au directeur du département.

Le professeur Islam rejetait les plaintes et déclarait qu'il ne pouvait pas aider les étudiants si ceux-ci ne s'adressaient pas à

lui directement. Il semble qu'il ait dû subir à ce moment-là un certain harcèlement de la part de l'administration. Il estime qu'il était beaucoup plus surveillé que ses collègues dans ses fonctions normales d'enseignement. Le professeur Islam était accusé d'avoir refusé de fournir au directeur du département une description de ses cours et d'avoir refusé de fournir les notes des étudiants de sa section. Il niait ces accusations et tentait d'expliquer la difficulté de fournir ces renseignements à bref préavis. A la fin de décembre 1974 l'approbation des notes attribuées dans un des cours du professeur Islam subissait également un retard administratif qui entraînait de nouvelles plaintes des étudiants pour lesquelles le professeur n'était semble-t-il, pas responsable.

C'est en décembre 1974 qu'on eu lieu les événements qui devaient finalement entraîner le congédiement du professeur Islam. A cette époque, un certain nombre d'étudiants, apparemment au courant des difficultés du professeur, lui faisaient savoir qu'ils étaient disposés à lui fournir leur appui auprès des autorités de l'université. Le professeur Islam insiste sur le fait que, s'il a ensuite demandé aux étudiants des commentaires sur son enseignement et sur le contenu de son cours c'est surtout pour s'assurer et assurer le département que les motifs de plaintes des étudiants l'année précédente n'existaient plus. Il explique qu'il avait clairement précisé aux étudiants qu'il aimerait recevoir des commentaires aussi bien favorables que défavorables sur son enseignement et qu'ils devaient se sentir tout à fait libres de le faire ou de ne pas le faire. 42 étudiants au total signaient une pétition datée du 13 décembre et le 16 décembre 1974 indiquant qu'ils étaient satisfaits de son enseignement. Il semble que le professeur Islam ait personnellement demandé, au cours d'une conversation privée dans son bureau à un certain nombre de ces étudiants s'ils étaient intéressés à signer les pétitions. Dans plusieurs cas, ces conversations ont eu lieu immédiatement avant ou après un examen administré par le professeur Islam.

Le 7 janvier 1975, le recteur Cadieux avisait le professeur Islam que le comité exécutif du Conseil des gouverneurs l'avait suspendu de ses fonctions d'enseignement. Le comité exécutif donnait comme raison qu'il était "... d'avis que vous avez nu à bien-être de l'Université et de la profession en sollicitant vous-même des signatures de certains étudiants sur des lettres concernant votre situation à l'université." Aucune autre explication ou précision ne fut jamais fournie par la suite. On expliquait plus tard verbalement au comité de la liberté universitaire et de la permanence de l'emploi de l'ACPU que deux étudiants s'étaient plaints au recteur des agissements du professeur Islam.

Le professeur n'a pas eu l'occasion de commenter les événements qui ont amené l'université à le suspendre, pas plus qu'on a tenté d'évaluer si les agissements du professeur étaient l'objet de plaintes de l'ensemble des étudiants. Par la suite, un certain nombre d'étudiants ont aucune contrainte pour les amener à signer les pétitions en faveur du professeur Islam.

La suspension, pour hâtive et mal fondée qu'elle fut, était prononcée en vertu de l'article 73 des statuts de l'université de Moncton. Cet article prévoit également qu'un comité d'enquête doit étudier les accusations portées contre un professeur.

Le professeur Islam faisait immédiatement appel à l'association des professeurs. Celle-ci nommait un professeur pour aider M. Islam à préparer le dossier qu'il devait présenter au comité d'enquête. Ce conseiller, le professeur Hugues Roy, informait l'ACPU le 30 janvier 1975 de la situation du conflit et lui demandait d'ouvrir un dossier. L'ACPU acceptait de le faire et, en prévision des difficultés à venir, constatait que les procédures de congédiement de

l'université de Moncton ne prévoient pas de recours à l'arbitrage final et sans appel ainsi que le suggèrent les directives de l'ACPU.

En vertu de l'article 73, le comité d'enquête est composé de cinq membres choisis dans la communauté universitaire de Moncton. Deux membres sont nommés par le recteur et deux par le professeur en cause. Les quatre personnes choisies désignent un président. Le comité doit faire une enquête, étudier les faits et préparer un rapport. Rien dans les statuts de l'université, cependant, n'oblige le recteur à accepter le rapport ou l'une quelconque des recommandations qu'il contient. Il est cependant tenu de présenter ses propres recommandations au Conseil des gouverneurs. Le professeur concerné peut, dans un délai de trente jours suivant la présentation des recommandations du recteur, demander à être entendu par le Conseil. Celui-ci prend une décision finale par vote secret.

Au début de février 1975, le professeur Islam protestait auprès du Conseil des gouverneurs parce qu'on lui avait refusé l'accès à son dossier et qu'on ne lui avait pas fourni de déclaration précise des accusations portées contre lui. Le secrétaire du Conseil des gouverneurs lui avait, en fait, déclaré qu'il ne serait pas autorisé à examiner son dossier et que les accusations portées contre lui ne seraient pas précisées avant la formation du comité d'enquête. Le professeur répondait qu'il devait avoir immédiatement accès à tous les renseignements que possédait l'université afin de pouvoir commencer immédiatement à préparer sa défense.

En réponse à une demande de conseils du professeur Roy, l'ACPU suggérait le 17 mars 1975 que l'association des professeurs s'élève contre le fait que les recommandations du comité d'enquête ne seraient pas finales et exécutoires et tente d'obtenir l'accord de l'université pour que ces recommandations soient exécutoires. L'ACPU précisait, d'autre part, que s'il n'était pas possible d'obtenir cette entente, le professeur Islam devrait laisser étudier son cas sous réserves avec l'assurance qu'il pourrait en appeler à l'ACPU si les recommandations du comité d'enquête n'étaient pas entérinées.

L'association des professeurs faisait alors tous les efforts possibles pour obtenir l'assurance que les recommandations seraient acceptées. Toutes les tentatives pour que les procédures utilisées se rapprochent des normes de l'ACPU demeurèrent vaines. Tout laissait donc prévoir que des difficultés allaient surgir.

Le comité d'enquête était constitué selon les statuts et devait étudier l'accusation suivante:

"Selon les interventions de certains étudiants, le professeur Islam aurait sollicité personnellement des signatures d'étudiants concernant sa compétence et son comportement professionnel, et ceci en partie lors d'une épreuve de contrôle subie dans son bureau."

Le comité d'enquête se réunissait à sept reprises, entendait au total vingt témoins dont quinze étudiants et terminait son rapport à la mi-avril 1975.

Le comité estimait que la façon dont le professeur Islam avait sollicité des opinions constituait une violation de l'éthique professionnelle mais indiquait cependant que ce ne serait une violation suffisamment grave pour justifier un congédiement que si les circonstances avaient ajouté à la gravité du fait. Le comité, dans son rapport, déclarait qu'il n'était pas prouvé que "... ledit professeur ait exercé des pressions directes et indirectes; qu'il ait manipulé les notes de ses étudiants, ou qu'il ait exercé un chantage ou utilisé tout autre moyen caractérisé de corruption pour obtenir les signatures des étudiants."

Le comité avait démontré que le professeur Islam avait dû subir une tension

considérable au sein du département. Le rapport indique que le directeur du département et le doyen de la Faculté avaient constitué un dossier pour établir l'incompétence universitaire du professeur Islam comme préliminaire à un congédiement.

Le directeur et le doyen avaient agi sous la pression de critiques du professeur par les étudiants lorsqu'ils avaient décidé de le suspendre de son enseignement en 1974. D'autres preuves fournies au comité par le directeur établissaient que d'autres professeurs du département souhaitaient que la nomination du professeur Islam soit terminée. Selon le comité, il était facile de comprendre, dans un tel climat, pourquoi le professeur Islam avait cherché l'appui des étudiants. Le rapport du comité conclut en ces termes:

Bien que le professeur ait sollicité des signatures d'étudiants pour attester sa compétence professionnelle, nous ne croyons pas qu'il y ait matière à congédiement. Alors, nous recommandons que le professeur Islam soit réintégré dans son département comme professeur agrégé avec tous droits et privilèges attachés à ce rang. Le comité réalise, d'après les témoignages entendus, que le climat actuel de son département n'est pas propice à la réintégration de M. Islam, à moins que l'université n'intervienne pour créer un climat favorable à sa réintégration.

Le 12 mai 1975, le recteur Cadieux avisait le professeur Islam qu'il avait l'intention de recommander son congédiement et lui rappelait qu'il avait le droit de faire appel auprès du Conseil des gouverneurs s'il le désirait. Le recteur indiquait que si le Conseil acceptait sa recommandation, le professeur Islam serait congédié le 30 juin 1975. Le professeur Islam n'a pas reçu cette lettre et le rapport du comité n'a pas été rendu public. On estimait cependant à l'Université que le recteur soumettrait une recommandation de congédiement à la réunion du Conseil des gouverneurs le 27 juin.

Peu avant la réunion, on apprenait que le recteur Cadieux avait avisé le professeur Islam dans sa lettre du 12 mai de son intention de recommander un congédiement. Bien que le professeur n'ait pas reçu cette lettre et n'ait donc pas demandé à être entendu par le Conseil des gouverneurs, ce dernier indiquait qu'il acceptait de l'entendre.

Le rapport du comité d'enquête n'était pas distribué aux membres du Conseil. Le recteur avait cependant lu le rapport à haute voix lors de la réunion du 27 juin. Le professeur Jules Léger, qui était à ce moment-là membre du Conseil et président de l'association des professeurs déclarait, au nom du professeur Islam, que les recommandations du comité d'audition du congédiement devraient être acceptées et qu'il serait injuste que le Conseil prenne une décision sur une question aussi importante alors qu'il n'était pas en possession de tous les faits et n'avait pas étudié cette affaire d'une façon aussi approfondie que le comité d'enquête. Le professeur Islam prenait la parole en son nom propre. Malgré tout, par vote secret, le Conseil acceptait la recommandation du recteur.

Après que les efforts de l'association des professeurs pour persuader le recteur et le Conseil des gouverneurs de reconsidérer leur décision aient échoué, l'ACPU devenait directement impliquée dans l'affaire à la mi-août 1975. Le 8 septembre, un sous-comité de la liberté universitaire et de la permanence de l'emploi se rendait à l'Université. Au cours d'une réunion avec le recteur, il devenait évident que pour ce dernier, le rôle du comité d'audition du congédiement se bornait à déterminer si le professeur Islam s'était ou non rendu coupable des accusations portées contre lui. Les accusations ayant été prouvées, le recteur Cadieux estimait qu'il était de sa responsabilité et de celle du Conseil des gouverneurs de fixer la sanction, en l'occurrence le congédiement. Peu de progrès étaient enregistrés au cours de la discussion bien qu'il ait été indiqué que l'ACPU estimait acceptable de procéder à un arbitrage *de novo* final et exécutoire afin de juger l'affaire et fixer la sanction appropriée, si nécessaire.

Pour la première fois, et en bien des occasions ensuite, l'ACPU essayait d'expliquer qu'elle ne défendait pas un cas d'in-

conduite professionnelle mais insistait seulement pour que les accusations portées dans un cas de congédiement soient examinées et que la sanction, si nécessaire, soit fixée dans le cadre de procédures justes et équitables. On indiquait également que l'ACPU était prête à envoyer un représentant rencontrer le Conseil des gouverneurs à sa prochaine réunion afin d'expliquer la position de l'Association si le recteur voulait bien demander au Conseil des gouverneurs de poursuivre la discussion.

Le 10 octobre 1975, des représentants du comité de la liberté universitaire et de la permanence de l'emploi, dirigée cette fois par le professeur James Stevens, président du comité, rencontraient le recteur Cadieux à Moncton. On soulignait une fois encore (verbalement puis, plus tard, par lettre le 15 octobre 1975) que l'ACPU ne pouvait rester indifférente et accepter que les recommandations d'un comité auprès duquel l'université avait nommé deux membres, soient ignorées de la sorte. On précisait qu'on comprenait mal les raisons pour lesquelles on avait constitué un comité si on devait ensuite en rejeter les recommandations. On expliquait encore au recteur Cadieux que la plupart des universités canadiennes utilisent aujourd'hui un système d'arbitrage final et exécutoire pour déterminer si un professeur doit ou non être congédié pour des raisons valables. On demandait au recteur, avec insistance, de recommander au Conseil des gouverneurs de ré-ouvrir le dossier et d'envisager l'arbitrage, par des procédures à négocier, comme moyen de régler le conflit.

Le professeur Stevens demandait plus tard que sa lettre du 15 octobre 1975, dans laquelle il proposait l'arbitrage, soit soumise aux membres du Conseil des gouverneurs s'adresser au Conseil lors de sa prochaine réunion. Des discussions avaient également lieu à la réunion du 10 octobre sur la nécessité, aux yeux de l'ACPU et de l'Association des professeurs, de modifier l'Article 73 des statuts. Le recteur promettait d'étudier sérieusement cette question et de faire des suggestions au Conseil des gouverneurs.

Le 20 octobre, le recteur Cadieux avisait le professeur Stevens que le président du Conseil des gouverneurs trouvait inopportune sa demande de rencontrer le Bureau.

Il demandait cependant la liste des universités canadiennes qui utilisaient l'arbitrage final et exécutoire dans les cas de congédiement. Le recteur répondait également à une phrase de la lettre du 15 octobre du professeur Stevens dans laquelle il suggérait la constitution d'un comité d'arbitrage qui aurait la possibilité de fixer une sanction moins sévère que le congédiement s'il estimait qu'une sanction devait être imposée. Le recteur demandait alors qu'on lui donne des explications plus précises sur le genre de sanction qui pourrait être imposé. Il demandait, entre autres choses, si une rétrogradation du rang académique serait appropriée.

Encouragée, dans une certaine mesure, par la réponse du recteur, l'ACPU fournissait des renseignements complets sur les procédures de congédiement dans les universités canadiennes et l'avisait également que plus de trente universités canadiennes avaient adopté l'arbitrage final et exécutoire dans les cas de ce genre. Le professeur Stevens avisait également le recteur Cadieux, par téléphone et par télex, que si le professeur Islam était réintégré dans ses fonctions, l'ACPU serait prête, au lieu d'un arbitrage *de novo*, à collaborer à la nomination d'un arbitre qui n'aurait que le pouvoir de fixer une sanction moins sévère que le congédiement. On suggérait que cet arbitre établisse sa décision sur le rapport du comité d'enquête de l'université et sur les commentaires supplémentaires que présenteraient les deux parties. Le professeur Stevens indiquait que, puisqu'il représentait le professeur Islam, l'ACPU ne s'engagerait pas dans des discussions directes avec l'université pour déterminer la sanction appropriée.

Les espoirs nés de ces conversations au téléphone et de ces échanges de télex s'effondraient très vite. Il devenait évident que l'université n'était pas prête à conclure une entente qui aurait permis de régler le conflit. Au cours d'une conversation téléphoni-

que avec le professeur Stevens, le recteur faisait savoir que l'université n'était pas disposée à réintégrer le professeur Islam comme préliminaire à une procédure d'arbitrage qui devrait aboutir à une sanction appropriée. Il était également évident qu'il était impossible de nommer un comité d'arbitrage pour étudier toute l'affaire *de novo*.

De plus, les modifications proposées à l'article 73 des statuts se révélaient du replâtrage ridicule.

Au début de janvier, l'Association des professeurs de l'université de Moncton, qui avait évité de publiciser le cas Islam pendant que les négociations se poursuivaient, informait complètement ses membres des faits en cause. L'association faisait une dernière tentative pour persuader le Conseil des gouverneurs de revenir sur sa décision. Copies des documents importants de l'affaire, avec une lettre d'accompagnement du professeur Léger, président de l'Association des professeurs, étaient distribuées aux membres du Conseil avant sa réunion du 10 janvier 1976. Le professeur Fernand Arsenault, professeur élu au Conseil des gouverneurs, faisait des efforts désespérés pour persuader les membres du Conseil de revenir sur leur décision. La motion suivante était cependant adoptée par le Conseil: "... que le Conseil des gouverneurs maintienne sa décision du 24 octobre et ratifie la position du Comité exécutif du 4 décembre 1975, qui se lit comme suit: "Compte tenu du dossier actuel, le Comité exécutif ne voit pas de raison de recommander au Conseil des gouverneurs de modifier sa décision concernant M. Islam". Il n'y eu apparemment qu'une seule voix contre cette motion.

Lors d'une dernière réunion informelle avec le recteur Cadieux et M. Alfred Landry, président du Bureau de direction, le 19 avril dernier, ceux-ci ont clairement indiqué qu'ils n'étaient pas du tout disposés à considérer une solution impartiale et équitable au problème, ou même à reconnaître qu'il y ait là matière à intérêt pour l'ACPU. Ils ont signifié leur totale confiance dans l'objectivité et l'autorité du Bureau de direction et dans l'impartialité et la justesse de la décision que celui-ci a rendue.

Un professeur permanent a donc été congédié de son poste malgré l'opinion d'un comité d'enquête dûment constitué selon lequel les accusations portées n'étaient pas suffisamment graves pour justifier une telle sanction. Le recteur de l'université et le Conseil des gouverneurs ont, sans équivoque, rejeté toutes les propositions de l'ACPU pour régler le conflit d'une façon juste et équitable. Le Conseil des gouverneurs a décidé d'entériner l'opinion du recteur selon lequel seul lui et le Conseil ont l'autorité de déterminer quels actes d'un professeur justifient un congédiement.

Le comité d'enquête constitue le jury de l'affaire mais le recteur et le Conseil des gouverneurs sont finalement le juge et fixent la sanction. Dans de telles circonstances, aucun professeur n'est protégé contre les caprices et l'arbitraire de l'autorité. Les nominations ne sont que le bon plaisir du Conseil des gouverneurs et il n'est point besoin d'une grande imagination pour comprendre que tout acte d'un professeur qui encourage la désapprobation peut résulter l'inconduite académique ou professionnelle comme dans le cas du professeur Islam. Elle peut également être suscitée par l'expression en public de l'opinion d'un professeur dans son domaine de compétence universitaire qui ne plaît pas au recteur ou à une majorité des membres du Conseil des gouverneurs.

Le comité de la liberté universitaire et de la permanence de l'emploi estime que les droits du professeur Islam ont été gravement violés et que la liberté universitaire des autres professeurs de l'université de Moncton n'est pas adéquatement protégée. Des procédures de congédiement inadéquates et injustes ont été et peuvent encore être utilisées pour mettre fin à la carrière d'un professeur. Il n'y a donc, à notre grand regret, pas d'autre solution que de porter cette situation à l'attention de la communauté universitaire. Nous présentons donc la motion ci-jointe.

(Copies des documents importants relatifs à cette affaire sont disponibles de l'ACPU.)

Capilano College



REQUIRES A PRINCIPAL

Who has proven ability and experience.

The College is a public two-year regional institution serving the school districts of Howe Sound, North Vancouver and West Vancouver, B.C. It has three divisions, academic, career/vocational and community education and serves the community from a core campus at Lynmour and various other centers within the College region. There is a full and part-time faculty of 190 and a support staff of 90 to serve a current enrollment of 3,400 students.

The Principal will have a background that includes teaching experience and a proven record of accomplishment as an administrator at the post-secondary level. He/she will have a Masters Degree or comparable qualifications and experience. He/she should be familiar with the administration of a unionized faculty and staff.

The Principal is the Chief Executive Officer of the College responsible to the Co-lege Council.

The salary and term of appointment are negotiable.

The application should be made in writing. It must include: a current curriculum vitae, three letters of reference and a discourse of less than two pages outlining the applicant's philosophy of community colleges and their management.

The deadline for applications is September 30, 1976. The appointment is to commence July 1, 1977.

Applications should be sent to:

Chairman, College Council

c/o Secretary, Principal's

Search Committee

Capilano College

2055 Purcell Way

North Vancouver, B.C. V7J 3H5

Highlights from the President's Report for 1975-76

Current efforts, perennial fallacies, a long-run omission

David Braybrooke

(The Publications Committee has recommended discontinuing the routine practice of printing in full the annual reports of the President, the Executive Secretary, and the various committees. Thus the Bulletin would be spared a heavy burden of less than lively matter. Among other objections to the recommendation however, there is the consideration that the outgoing President and the other sources of reports should be able, free of any possibility of obstruction or censorship, to communicate to the membership whatever they have discovered about the state of the Association and its business. I have accordingly been offered the opportunity to summarize my report, stressing the points that I think most worth communicating).

One topic that I touched upon in the report distributed at the May meeting of Council — the lobbying effort directed at the federal government beginning in March, and spreading to provincial governments thereafter — has been fully treated elsewhere. So has another — relations with FAPUQ. I think I should, however, carry forward most of what I said about the equally intricate subject of relations with OCUFA.

Ontario does not have the concern that Quebec has, reflected in the outlook of FAPUQ, of fostering a distinctive province-based culture. Its provincial association does not collect dues at anywhere near the rate that FAPUQ does nor does it shoulder the same range of costly responsibilities, including the full burden of collective bargaining, with all its costs. Nevertheless, it is obviously such a substantial organization that the Ontario university associations — which also provide a large part of the support for the CAUT — have quite legitimately asked for various forms of accommodation to its existence.

Demands on these points have followed demands that in principle the Ontario

university associations might have made anyway: for a constitutional structure giving preponderant numbers of professors preponderant powers; for locked-in membership across the country. CAUT has met those earlier demands (though some features of the new constitutional structure, in particular the provisions for weighted voting in Council, may need reworking). During the Association year just past, CAUT made considerable headway in meeting the newer demands, about doing more to accommodate the existence of OCUFA.

One important demand under this head asked for a revision of the fee structure. Richard Spencer's committee, at work during the year, proposed a structure, adopted at the May meeting of Council, under which professors who pay proportionately more to local and provincial associations will pay proportionately less to CAUT; and vice versa. The new structure also, however, reflects the views of people outside Ontario and Quebec. That professors outside are not getting the same total range of services and hence should not be expected to pay the same total fees. The spread between the lowest CAUT rate and the highest under the proposed structure is accordingly a compromise, wider than professors in the West and the East may think justified, not so wide as Ontario views alone would imply. Moreover, the structure was adopted, as recommended, to take effect the year after the coming one, rather than right away. Without this postponement, there might have been a nasty shock at Dalhousie and other places that had exerted themselves to comply with the locked-in membership policy and the ground gained in this respect could have

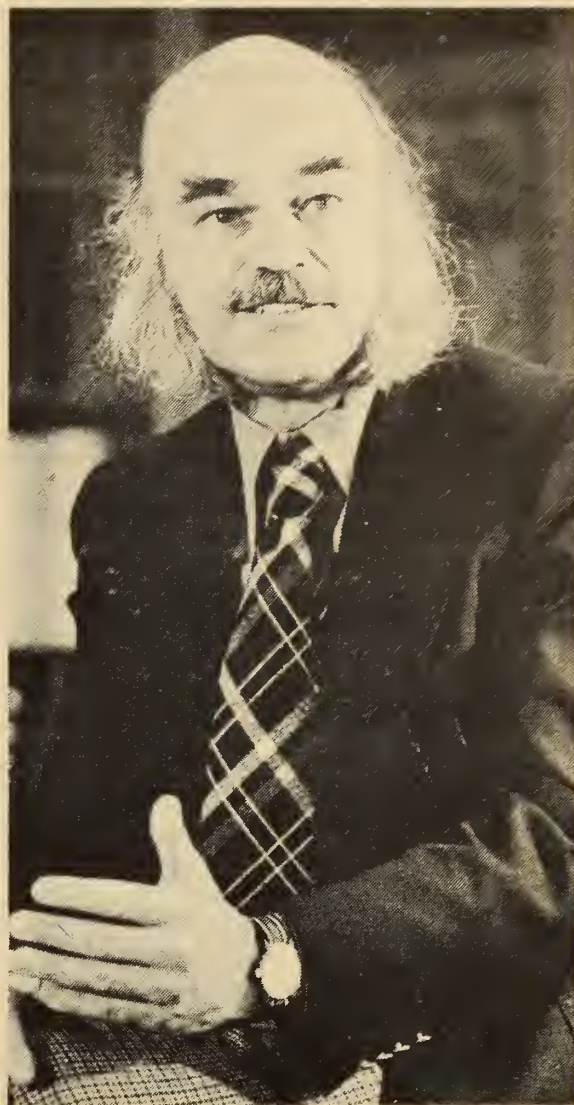
been lost.

The other chief demand by the Ontario university associations about accommodation was a demand made upon CAUT and OCUFA simultaneously. It was the demand that they should coordinate their activities, and in particular the work of their professional officers and support staffs, so as to eliminate cross-purposes and duplication.

Representatives — mainly officers and professional officers — of the two organizations met a number of times during 1976-77 in response to this demand. I think very substantial progress was made, first, in creating a spirit of cooperation shared by the offices of the two organizations, second, in arriving at concrete agreements about the division of labor.

In assessing the new-found spirit of cooperation, one must not be misled by the fact that as soon as one ripple of demand has been dealt with, another, calling for yet more coordination, has appeared on its heels. Success has inevitably bred rising expectations.

Among the concrete agreements, in which successive ripples have left successive marks, have been, first, a formula for sharing the costs of collective bargaining; second, an undertaking to exchange lists of current projects regularly; third, a written protocol, in near final form, consolidating the results of the most recent meeting, which dealt with work on economic benefits. In the course of the meetings about coordination, pretty well all the activities of both organizations have been touched on at one time or another. As the lists of current projects strikingly bear out, very



little duplication has been discovered. CAUT does, of course, have an important concern with two items on the OCUPA list - the salary data bank and income tax advice; but on these two items CAUT has agreed to help fund work carried on at the OCUPA office; thus they illustrate just the reverse of duplication.

These efforts to use resources effectively have not been appreciated in every quarter. Perhaps they have not yet become well enough known. Furthermore, in the way of appreciating them stand some perennial fallacies that are by no means peculiar to Ontario in genesis or in application.

Like an undue preference for short-run benefits, they tempt everyone who has a human nature; and they apply to the whole range of CAUT efforts.

One fallacy is expressed in the suggestion that fees paid to CAUT should be proportional to services received from CAUT. The fallacy is compounded by the suggestion that as the services of local associations are most beneficial they should get the largest proportion of fees. Economic reasoning does not support such notions of proportionality. However great a bargain local services might be, their relative cheapness would not be in itself a good reason for laying out more money for them than for national services, any more than the relative cheapness of water would be a good reason for spending more money overall on water than on electricity.

Moreover, we really need not concede the assumption that professors get less valuable benefits from CAUT than they get from their local (or provincial) associations. The benefits from CAUT are more remote. They tend to materialize (so far as they do) in Ottawa or on some other campus. They tend to come in the long run, in increments hard to particularize. They also tend to be invisible, for most professors, most of the time. Like the benefits of insurance and sanitary regulations, they do not come to the house in tangible packages every week nor would a reasonable member want them to.

It is another fallacy — or whole group of fallacies — to fail to allow for these peculiarities when one assesses the benefits of services from CAUT. Moreover, the peculiarities are going to persist. To make sense of CAUT and of our relations with CAUT we have to discipline ourselves continually to resist the seductive illusion that suggests asking for benefits without the peculiarities.

In the same way, we have to go on disciplining ourselves to resist the illusion that we can have the benefits without paying for them. The benefits of CAUT are in the technical sense public goods. A specious sort of rationality suggests to each of us the temptation of enjoying the benefits, which are open to all, once they exist, while we leave to naïve people the burden of supplying them. That burden, so far as it is represented in CAUT dues, is still very light; but it is commonly argued that rational agents would not, strictly speaking, carry any such burden at all. However, the tendency of such arguments is to undermine every voluntary social organization whatever. And can people who give way at all to the tendency have been reading the more serious parts of the newspapers? Considering the increasingly chillier climate

now descending upon the universities, what could be a less propitious time for crippling of dismantling the national organization of the profession?

Organizationally, we can do something to check these fallacies by bringing more people from the local associations into sustained activity with CAUT at level; and asking people with such national experience to make their presence felt in the local associations.

There is one thing that I think everyone with such experience will testify to. CAUT has no excess resources. The staff and the committees are barely coping with current business. The staff, in particular, is so frequently being diverted to trouble-shooting that long-run projects of some importance go untouched.

I offer as an illustration a project that I have several times tried to get started, and have hardly been able to get seriously considered — namely, a long-run study of the possibility that within the next ten years we shall have to cope somehow with a substantial reduction in the number of people teaching in Canadian universities. I think we need to assess the possibility as closely as we can,

demographically and otherwise. I think we need to work out plans for preventing it or — if it is not to be prevented — for ushering it in with minimum damage to the universities and profession. I think, with such plans in hand, we need to reach a working understanding with the federal and provincial governments about putting them into effect.

So far we have nothing but non-achievement to show in this field. (The measures that we have taken to deal with redundancy are measures designed to deal with small-scale, local problems. I am talking about the possibility of a national crisis for the academic profession.) We have non-achievement partly because short-run concerns seem both more exciting and more practical; but mainly because they are truly urgent enough and frequently enough to preoccupy all the resources that we have so far seen fit to mobilize, to protect and advance our profession. We have seen fit, as I have indicated, with distressingly unsteady vision; I am now saying, in addition, we have not looked high enough or taken a large enough view.



Carleton University Director School of Architecture

The position of Director of the School of Architecture will be available commencing July 1, 1977. Candidates are sought who can provide strong innovative leadership to extend a multi-faceted undergraduate program and continue its development into advanced and graduate level programs as well as contract work in architectural research and related areas of specialization.

Candidates should be architects with advanced academic qualifications and with experience in practice, teaching and/or research; should have, working familiarity with university organization and operation and experience with program development and/or research; and must be capable of acting as an articulate and credible spokesman for the School. Exceptional candidates with other appropriate qualifications will also be considered.

The academically autonomous eight-year old School, located in the National Capital, currently has enrolled 300 students and 20 full-time faculty; has established and encourages numerous cross-university affiliations; and has particularly close contacts with the School of Industrial Design and the Department of Civil Engineering.

Rank, salary and conditions of employment will be negotiated commensurate with qualifications, experience and university guidelines.

Full information will be supplied on request. Applications should include full curriculum vitae and names of at least three referees. The closing date is November 1, 1976.

Nominations, enquiries and applications should be addressed to:

The Secretary
Architecture Search Committee
Room 607
Administration Building
Carleton University
Ottawa, Ontario
K1S 5B6

Highlights from the Report: Committee on Academic Freedom and Tenure, 1975-76

J.R. Stevens

It has been said that today the universities in this country are facing a crisis of confidence. Academic freedom is being challenged; but academic freedom has always been challenged and will continue to be as long as traditions of professorial independence survive to bring society the benefit of honest judgement and independent criticism. Some are challenging the freedom of universities to decide through shared responsibility who should teach, who should be taught, and what should be taught, published or studied.

Nor is the threat greater today than in the recent past. The nature and number of appeals reaching the Academic Freedom and Tenure Committee has not changed significantly. These appeals reflect the state of the universities and the mood of their faculties. Of course we continue to intervene on behalf of faculty in cases where executive authority has denied the process of a fair hearing and the opportunity for a meaningful appeal, of course we are concerned if detailed reasons for decisions are not given if requested and of course we continue to find situations where inter-personal relationships and narrow perceptions of the public interest play more than a minor part in decisions which should be mainly related to scholarship and teaching effectiveness. Unfortunately we have found cases in which the basic human rights of an individual have been threatened and unfortunately we find ourselves dealing with a few individuals in the universities who lack integrity and a basic sense of honesty and who compound the problems they themselves have created through attempts to restore their lost credibility. But by far the majority of the decisions reached within Canadian universities are fair and rational; the vast majority of Canadian faculty continue to be of great service to their students and disciplines, continue to ignore the standard work week and continue to remain professionally motivated in a career involving a level of intellectual activity not experienced by most and not understood by the majority.

In response to pressures both from within and without the university, we have critically examined the concept of tenure, the traditional safeguard of academic freedom. We have considered proposals for its abolition, we have considered proposals for its replacement with a series of long term appointments, we have examined the model of automatic tenure, and we have concluded that the concept of tenure for academics as the CAUT now defines it should

strongly supported. Although it is useful to examine, challenge and review this concept occasionally, it should be recognized that it has become a notion that is integral to the life and career of an academic and that in order to avoid serious disruption it should be somewhat exempt from continual review and justification. Tenure does not imply a lifetime sinecure. There are arbitration procedures in over sixty per cent of Canadian universities through which faculty can be dismissed for cause and university administrations should have the courage and the support of their faculty to make use of such procedures when appropriate justification exists. (However they should not act like one ingenious administrator who felt that two faculty members could remain tenured without salary or teaching assignments. He was soon persuaded otherwise.) We do not condone colleagues who are found through due process to have been persistently in breach of their duties to their discipline or their students or who are found to have behaved in an unprofessional manner. Nor do we condone faculty who propagate unattributed or unsubstantiated comment detrimental to colleagues who are not given fair opportunity to respond; more than anything else such actions undermine the tenure system.

During the past year the number of campuses visited in relation to faculty disputes has increased. We are overspent in our travel budget. However in our opinion the probability of finding a solution to a particular dispute is greatly enhanced through personal contact with the president, the faculty association and the grievor. Direct contact improves the quality of information about the case and allows us either to approach the university in question with a convincing argument that there is a problem that needs a fair resolution, or on the other hand allows us confidently to make the decision that we should take no further action on the appeal. In cases which involve questions of substance we have requested the assistance of committees of inquiry. We are very grateful to the academics who have served on those committees established to determine more clearly the facts of disputes at Bishop's University, Brock University, the Ontario Institute for Studies in Education (OISE), Victoria University and Lakehead University. Only the last of these institutions refused to cooperate with the independent panel of distinguished academics. It is a rare occurrence to find this kind of intransigence. In the opinion of the Committee,

satisfactory resolutions of the disputes at Brock and Victoria have been found. We are hopeful for a satisfactory resolution of the problem of OISE which involved the Committee in a case which was unfortunately given wide publicity and involved the rejection by the Director of a recommendation from a department for the appointment of a senior academic. In this case the Committee was chiefly concerned with procedural matters and the effect that the rejection and its associated publicity would have on the reputation of a Canadian scholar late in his career.

Whereas the Committee strongly supports the principle that disputes should be resolved within the academic community, preferably within the university itself, we have had to resort to supporting legal action in three cases, in two of which important documents were obtained through examination for discovery. The third involved the contractual right of a librarian. In addition, the Committee has sought legal advice from time to time with respect to individual grievances and CAUT policy and has worked closely in several cases with lawyers who represent aggrieved faculty. However, it remains our policy not to intervene on behalf of a faculty member if there is ongoing legal intervention on behalf of that member. Two advocates approaching the university can only complicate the resolution of a case.

In the next year the Committee hopes to increase its interaction and exchange of views with the Collective Bargaining Committee of the CAUT. Our study of possible revision to the Guidelines Concerning Reductions in Academic Appointments for Budgetary Reasons will continue in close cooperation with that Committee. For those institutions within which collective agreements under provincial statute have been signed, the role of the Academic Freedom and Tenure Committee will become more advisory and supportive rather than one of direct involvement.

It is a great pleasure to acknowledge the service and dedication of members of the Academic Freedom and Tenure Committee. Any chairman would be impossibly handicapped without their advice and decision. My special thanks to Vic Sim whose unselfish dedication to the Committee and its purposes is well known. I have found him to be a fortunate complement for me as we have attempted to find ways to resolve seemingly intractable problems. The experience and thoughtful advice of Don Savage is essential and is always available and constructive. The Committee particularly expresses its appreciation to retiring members, Arthur Brandenberger, André Morel, John Swan, John Whyte and to Jonas Lehrman who completed his first three year term. As well as in its membership of distinguished academics from across Canada, the strength of the Academic Freedom and Tenure Committee is to be found in the prestige of the CAUT and in the strong support which the Committee receives from Canadian universities, faculty and administration alike. We are indeed a community.

Plus Ça Change...

B. Sinclair, N.R. Ball, and J.O. Peterson, (eds.), *Let us be HONEST AND MODEST. Technology and Society in Canadian History* (Toronto, Oxford University Press, 1974), 309 pp.

This is that rare find, a book of readings that is readable, indeed absorbing. I have forgotten who authored the historical aphorism — “the historian is the connoisseur of unread sources” — but it captures perfectly the strategy with which Bruce Sinclair and his students have put together this very catholic compendium. And what fascinating material they have found in the dusty shelves of technical reports, engineers’ memoirs, and specialist journals! Attempting always to present the story in the words of these most intimately involved, the editors have minimized formal editorial apparatus in favour of no more than a few paragraphs of introduction to each of the nine chapters.

Let us be **HONEST AND MODEST** is organized both chronologically and thematically, from chapters on discovery, settlement, creation of a transportation infrastructure, and the beginnings of self-conscious promotion of technology, through the development of industry and natural resources and the emergence of the profession of engineering, to the role of technology in urbanization and technological evolution during the first third of this century. The editors conceive the history of technology in the broadest sense. Rather than concentrating, say, on the details of the development of a particular technology, they choose to show us the interdependence of its availability with the social, political, economic, cultural, and especially (O Canada!) geographic context. This emphasis on the tension between the technical state of the art and the reality of Canadian circumstance in a particular time and place proves irresistible, especially for that major part of the book devoted to the nineteenth century. It was surely correct to include the book as one of a series of projected volumes on Canadian social history, for the reader leaves it newly impressed by the complexity of the non-technical forces which are the ultimate governors of innovation.

Another wise choice was the editors’ determination to hew to Joseph Howe’s recommendation to his countrymen upon seeing the Maritimes’ abortive exhibit at the Paris Exhibition of 1854. “Let us be honest and modest”. We are spared any tedious obsession with Canadian priority. The readings themselves evidence the continual consciousness of a deadly serious struggle for sovereignty in the face of the giant nation to the south and demonstrate ample reason for both pride and modesty at Canada’s performance in various fields.

This volume is unlikely to be one which will change historians’ minds, but we may venture to hope that it will whet the scholarly appetite for precise case studies, which will explore more systematically the interaction of technological development with other historical forces. One can envy the editors the backlog of potential

research subjects which their extensive reading in preparing the book must have exposed. At this point, sampler in hand, we look forward to the kind of rigorous approach to a specific technological development and its context which would provide a basis for comparative studies and hypotheses to guide further work. In a relative vacuum of scholarship, the attempt to write comprehensive histories will inevitably stumble over masses of unorganized material or lapse into superficiality. This paucity of scholarly context also raises the question of the suitability of *Let us be HONEST AND MODEST* in the classroom. Undoubtedly, Bruce Sinclair is among those most experienced in teaching the history of Canadian technology. Without either specialized studies, or curricular development around the material presented in the book, its use may be limited unless the University of Toronto group takes steps to present to their professorial colleagues at other institutions their experience in teaching the history of technology.

One possible way of approaching the history of Canadian technology would be to avoid a focus on technological sectors — transportation, resources, agriculture — in favour of a development of the classic questions of policy which they raise for this country. Perhaps the most striking feature of this volume for an Ottawa-based reviewer is the sheer durability of such issues as further processing of natural resources (“No mining region can reach the highest prosperity merely by shipping its ores to other countries” (1892)), development of the industrial infrastructure (“... in Canada there is very little manufacturing enterprise, and very much unprofitable trade...” (1848)), “Canada First” procurement policy (“the claptrap cry of **Home Manufacture...** at the expense of the taxpayers...” (1886)), and the need for industrial research (“The real remedy for many of the « Manufacturer’s » difficulties is Scientific Research...” (1909)). Those inclined to see the federal government as somewhat dilatory in its pursuit of that will-o’-the-wisp, industrial strategy, may perhaps take comfort in their lengthy pedigree among Canadian thinkers. There are likewise sobering lessons here for the proponents of technological assessment (“Steam-boats may go up from Quebec to Lake Superior ere three years from this time; from thence with little trouble, they will pass through the notch of the rocky mountains and be locked down the Columbia to the Pacific Ocean” (1829) “... energy, even at a low cost, is not a large inducement towards the establishment of industries of a general character in a locality...” and “... the proposition to convert water power to electrical energy for the purpose of its conveyance to long distances for general commercial and public purposes, is eco-

nomically unsound” (1913)). The human resource implications of technological development were not, of course overlooked: the classical bias of French Canadian education was lamented as early as 1865, and the loss of Canadian scientists to the United States and Great Britain was studied by a Commission in the first decade of this century.

What all this means is that in this area of human endeavour as in so many others, Canadians adapted their foreign legacy to their own needs and circumstances, facing a number of fundamental questions about their priorities and tactics raised by the Canadian context. Technologies then are malleable cultural products, not physical artifacts, and their history is the history of people, not of objects. A really imaginative history of Canadian technology would compare the borrowings, adaptations, and innovations which constitute that history with the same kind of phenomena in other sectors, say, economic institutions, professional organization, or even the plastic arts.

Richard D. French

Sociology of Science: Piecing Together the Jigsaw

S. Blume, *Toward a Political Sociology of Science* (New York and London, The Free Press, 1974) 288 pp.

Stuart Blume is one of the newest to emerge of a long and occasionally honourable line of chemists turned sociologists of science. His book is a very different work from *Let us be HONEST AND MODEST*; where the latter presents readings more or less freshly plucked from the quiet obscurity of the primary sources, *Toward a Political Sociology of Science* is a synthetic round-up of a diffuse set of “science studies” traditions, dedicated to the proposition that science is as political as any other social institution, and as subculturally developed as any other political interest. Trying as he does to fuse the intellectual legacies of research schools whose mutual self-awareness is only marginally greater than their collective impact on the typical practicing natural scientist, Blume occasionally seems to lose the thread himself. The fact remains that I can think of no other single volume which as conscientiously and as sensibly explores the contributions of the disparate set of management theorists, political scientists, historians, science journalists, renegade physicists and biologists, ideologues, sociologists, philosophers, psychologists, and un-

classifiable "others" who have helped us to see science as more than the marvelously objective, unfailingly progressive intellectual enterprise which the average practitioner's *Weltenshauung* would imply.

The greatest potential value of Blume's work may turn out to be in the classroom. *Toward a Political Sociology of Science* invites the reader to pursue his interests through the bibliography, while providing in the text a tolerable sampler of the various problematics. Combined with Blume gives short shift (the economics of R and D, the psychology of creativity, the science of science), the book could provide an excellent core for an introductory course in "science studies".

On the other hand, the scholars and activists whom Blume insists are working with different pieces of the same jigsaw puzzle are unlikely to surrender their (fill in the blank with one of "functionalist", "radical", "muckraking", "internalist", "falsificationist", "radical", etc.) blinders and see themselves as engaged in a common endeavour. However *prima facie* plausible Blume's thesis, and however valuable the intellectual cross-fertilization implicit in its acceptance may potentially be, the fact remains that each scholar is principally concerned with an audience outside "science studies", (whatever that may not be) and with a problematic that flows from that particular audience. Herein lies the source of the

problems which the journals addressing themselves to the putative "science studies" audience have encountered: the jigsaw puzzle is three-dimensional, or, to change the analogy, those blindfolded men groping different parts of the elephant are not principally interested in the whole beast, but in similar parts of other beasts. In terms of the norms, values, consciousnesses, interests, ideologies, or paradigms of the various schools, Blume's proposition is credible but not consequential. They have, for the foreseeable future, other objectives. This need not leave the rest of us, with a general interest in science, ungrateful for Stuart Blume's thoughtful attempt at synthesis.

Richard D. French

More to Administration than "muddling through"

Albert C. Heinlein, Ed. *Decision Models in Academic Administration*. Kent, Ohio: Kent States University Press, 1970. Pp 135.

The uninitiated should not be misled by the title. This book does not describe nor give the recipe for ideal, perfect, "model" decisions in academe. It is a collection of papers on current practice and research on systematic approaches to administrative decisions in higher education.

These proceedings of a 1973 conference sponsored by the Decision Science Institute at Kent State University include articles by leading scholars and practitioners. The book is divided into three sections: management information and decision systems, simulation models and mathematical models. While a significant portion of the material has appeared elsewhere most readers in this field will welcome the volume to their reference library.

Change in higher education management is the subject of the first paper by Vaughn E. Huckfeldt of the National Center for Higher Education Management Systems (NCHEMS). It gives the results of a survey, using the Delphi method, which polled an anonymous panel of 385 people from all sections of post-secondary education in the United States. Survey results suggest that the use of new planning and management techniques will increase along with demands for comparability and compatibility of institutional data. Also, educational outcomes were predicted as becoming an integral part of analysis in higher education. There will be, according to the survey, an increase in faculty collective bargaining and no increase in faculty formal role in governance. Faculty and students involved in governance will continue to support their individual group directions rather than institutional goals. We will still have "publish or perish" but with and increased emphasis on teaching.

The next two papers by Roger G. Schroeder survey management science in

university operations and compare four approaches to management science in institutions of higher education. His brief, treatment of the much maligned planning and programming budgeting systems (PPBS) is excellent. He correctly notes that it is difficult to attacks PPBS on a conceptual basis, yet a total comprehensive implementation of PPBS has not been achieved in any college or university. He attributes the latter situation, in part, to excessive attention to the program budget document; that is, for form rather than substance. Schroeder suggests, and this has been the experience elsewhere, that it is the spirit not the trappings of PPBS which is helpful to an institution trying to improve internal planning processes. Schroeder's good treatment of "individual analytical studies" (IAS) would have been strengthened had he emphasized that systematic planning processes require the professional staff support normally provided by an office of academic planning, analytical studies or institutional research.

Les Foreman's paper on the impact of CAMPUS on decisions in the Ontario community colleges is an important contribution, because it describes one of the earliest uses of a model by a postsecondary educational system and one that is still in use six years after initial pilot tests. The paper by Gary M. Andrew and Madelyn Alexander describes the implementation of CAMPUS in Minnesota (Project PRIME — a research project) and at the University of Colorado as part of the institution's planning and budgeting system. Unfortunately the article is brief and tentative.

The second Huckfeldt article reports on the NCHEMS national planning model project to provide prototype higher education models that would permit studies to demonstrate the feasibility of such analytical tools for national policy analysis of higher education, and that would also as-

sist identification of high payoff areas for further research needed to develop a comprehensive national planning model. Although this article is somewhat dated, given the 1974 publication of the work of the U.S. National Commission on the Financing of Postsecondary Education, it is a very readable report on some of the most exciting research being done in this field. Some critics fear that public officials will take the raw model outcome seriously and be led to inappropriate conclusions and decisions. However, the collateral effects of model building — that is, a better understanding of higher education system dynamics and the identification of data base weaknesses — seem to me to outweigh the potential for misuse.

The last three papers, by Robert A. Wallhaus, James S. Dyer and Sang M. Lee, and Lawrence J. Moore, will be of interest to those involved in the more mathematical aspects of current research. While goal programming models suffer from well known conceptual and computational limitations, their study helps isolate areas of further research and gives insight to related and practical problems.

The volume would have been more balanced had there been an article on the decision processes in higher education. There are many decision paradigms in higher education and this volume speaks primarily to the analytical, comprehensive/ rational. The traditional method of management in higher education is "muddling through". While the tide is slowly turning in Canada, due in part, to the pressure from provincial governments, the potential value of models and analysis in support of decision making will be realized by those who match a sensible, analytical approach with the existing decision-making procedures, management styles, and attitudes on their own campus or in their own constituency.

Bernard S. Sheehan

Master Teachers (Try to) Tell How They Do It

Edward Sheffield *Teaching in the Universities: No One Way*

In Edward F. Sheffield's edited volume, *Teaching in the Universities: No One Way*, an important part of the story is in the subtitle. Included are invited essays by twenty three authors who were among those nominated by one thousand Canadian university graduates as "especially effective" teachers. The twenty fourth chapter is an analysis and discussion by the editor of the results of this study in higher education. The contributors' task was to express what they believe about undergraduate teaching and to describe their own. Nineteen universities in all ten provinces are represented, including four faculties in three French-language institutions.

Teachers in Arts and Science appear in about equal numbers, plus a larger number of contributors representing a wide variety of professional and engineering faculties.

Actually, seven thousand members of the 1968, 1963 and 1958 classes of twenty five universities were polled in May, 1969. One thousand responded. The editor briefly describes the procedure by which the most frequently-cited and highly-rated instructors in each faculty were chosen from among the many hundreds of names submitted. Expressing surprise that there should be so many different nominees, Sheffield suggests this is evidence for a "compatibility factor": that is, some professors are optimal for some students but not for others. Data from the graduates' submissions are summarised and discussed in the editor's final chapter. Only three of the contributors held ranks below that of full professor (or equivalent) including two of the three female teachers.

The chapters make interesting and often inspiring reading. Within the collection there is something for almost everyone who is concerned with improvement in the quality of university teaching. Those who seek a "cookbook" recipe for every teaching problem, or a single, comprehensive, conceptually satisfying definition of good teaching, will remain dissatisfied. Alternatively, if the reader has a set of firmly established views about what constitutes effective university teaching, confirmation, at least in part, can be obtained from one or another of the essays. For example, one contributor finds that lecture notes should never be duplicated and distributed (because they are rarely read); three others recommend, or at least, admit to the practice.

All is not chaos in the description (and prescription) of good teaching. The editor carefully, and as far as I can determine, accurately summarises the points of convergence and general agreement among the views of the contributors. The reported characteristics of good teaching fall into four main categories which generally hold up across types of faculties, size of institution and individual class, language of instruction, field of study, and level of course. Ten more specific attributes of good teaching emerge, some of which are common, and others appear to distinguish

between Arts and Science faculties, anglophone and francophone universities, and biological studies from other sciences. Some distinctions based upon class size were noted. These differences cannot be listed here without, in the reviewer's opinion, a considerable loss in their original meaning and interpretation, and the reader is referred to the editor's summary and to the essays themselves. In terms of the common categories and sub-categories of characteristics of effective teaching, the congruence between the self report of the twenty three teachers, evaluations written by the graduates, and results of previous empirical studies of carefully-developed and administered student questionnaires is striking. Perhaps we are much closer to a definition of teaching effectiveness (albeit a multidimensional one) than has been apparent heretofore.

Interestingly (perhaps in part a function of the procedure) the lecture method was predominantly espoused. Many contributors expressed awareness of limitations to the lecture method, usually involving passive learners and emphasis upon information transmission, and most reported augmenting lectures with alternative techniques and media to enhance instruction. All reports, including those discussing techniques other than lectures, gave evidence of systematic, well-prepared, thoughtful approaches to instruction. A variety of alternative and supplementary techniques to lecturing were discussed, as were preparation and delivery strategies, and the interested reader is likely to pick up some ideas from this discussion.

Techniques and methods are not the main thrust of the essays. However a respect for students and their needs, attitude and value changes as objectives of teaching, and expertise and enthusiasm for subject matter on the part of the instructor are dominant themes of the essays. Typically, the presentations of techniques are subordinated to consideration of the rationale for same. These are largely in an intellectual-humanist tradition whereby large measures of consideration are given to student growth, the importance of the subject matter, and the integrity of the teacher. In these areas university teachers, be they beginners or well-experienced, can gain inspiration from reading these highly personal accounts. Issues concerning relationships between teaching and research, and teaching outside of the classroom, by correspondence courses, publications, and in informal settings are also raised. Anyone wishing to prove one or another preconceived notion about university teaching is likely to be able to find at least one statement which will confirm his position. As such this collection can be used to help one "get out of a rut" or further justify one's rut.

A picture emerges of the successful university teacher as an expert in his or her field who is deeply involved and committed to helping others gain expertise for the dual purpose of enhancing the learning of individual students and develop-

ment of the discipline or professional field. These teachers also tend to egoism and extraversion, though personal anecdote and dramatic flair are discussed as qualities to be avoided except in service to legitimate learning objectives. They enjoy their work, and they seem to enjoy discussing it despite the difficulties of being objective about one's own experience.

Although the contributors appear to be widely published and professionally active, it would be interesting to speculate whether the mix of teachers would differ if the selection had been based upon criteria other than (former) student nominations. The editor even briefly speculates about a hypothetical study where the worst teachers would be identified.

Despite the various "what ifs" and "why nots" that could be raised concerning this work, I judge that it is likely to fulfill its purpose — to contribute to teaching improvement. As indicated above, one can gain both inspiration and specific ideas from reading the essays. Moreover, the work as a whole constitutes a study in higher education which makes valuable contributions to understanding teaching effectiveness. The editor's concluding chapter raises important questions for additional research to be undertaken in this area. Finally, the work concludes with an excellent annotated bibliography, by far the best that I have seen, in the area of teaching improvement. Efforts to improve teaching, either individually by personal endeavor, or collectively through workshops or seminars, should be greatly enhanced by reference to this bibliography.

In response to any colleague's request for helpful reading matter in the area of teaching improvement, I would recommend McKeachie's *Teaching Tips*, Hightet's *The Art of Teaching*, and this volume of Sheffield as worthy places to start.

Stephen F. Foster

"Academic Momism" One Pitfall out of many

Bernard, Jessie: *Academic Women*. New York. A Meridian Book. New American Library. 1974 pp. 321. \$3.95 (paper).

Academic Women is the reprint of a study first published in 1964. The present reviewer is disturbed by the fact that so little has changed since, as well as by the unfortunate decision, presumably made by Jessie Bernard herself, not to evaluate more recent trends. Should and additional chapter not have been provided, listing and probing relevant changes?

Once this first disappointment is overcome and although Jessie Bernard makes us once again face the fact that, in most disciplines, the image of the profession does not include women, the book appears most informative, well document-

ted and well written. The author writes as a sociologists, as an academican, as a woman. And in that order. She does not write as a militant feminist, even though, in the pages called "Author's Explanation" (dated 1974), she apologizes for having been, in 1964, too hard on women as social reformers. She then pays tribute to the social criticism voiced by women during the last decade.

Behind the statistical data and trends that Bernard provides and analyzes stand human beings. Arguments that the author puts forward are therefore not only supported by statistics, but are illustrated by case histories: of academic women as well-known as M. Carey Thomas or Vida Scudder, or else of totally unknown women teachers. This material has been chosen with great sensitivity and adds, as David Riesman states in his introduction, drama to a book that without it could have been bland or pedantic.

Chapter 5, "Differences between Academic Men and Women" is of particular interest: class background, "as measured by father's (emphasis mine) education, occupation, or income," is found to be higher in the cases of women than in those of men. Women who received the doctoral degree are, on the usual types of measure, intellectually superior on the average to men that do. Bernard explains that women are better at test-taking skills and that greater selectivity operates in admitting women to graduate programs. She concludes: "Fewer of the poorer women students, then, continue into graduate school; apparently only the very best of the good women students do."

In spite of this high intelligence, women often teach in low-status, low-prestige institutions. There as elsewhere, they carry a good share of the "back-breaking" (i.e. introductory) teaching which tends to further their inclination to "academic momism" (from Mom, mother). Although their degrees come on the average from as good universities as those of men, their productivity is reported to be less significant. Jessie Bernard advances an interesting theory: according to her, sex differences play an insignificant role in productivity, whereas the academic position is inextricably related to productivity. This then means that women who are teaching in the competitive milieu of a high status university will produce more than men in low prestige colleges. She also notes that women (and some men) often are quite happy in less challenging surroundings where their scientific productivity can take the form of teaching.

Career patterns of women are also subject to familial influences. Bernard suggests that children may well compensate for articles in a woman's publication record, even if a child is not the equivalent of an article and an article is not the equivalent of a child. In 1964, she may have been right. In 1976, thanks to a change in attitudes, men are beginning to participate in parental duties and academic women have a greater chance to be academically productive, even if they have children. Bernard's portrait does not quite correspond to the young brilliant academic woman that one can meet quite frequently on our campuses.

Bernard sees the post-war academic woman as a less innovative, weaker per-

sonality. She supports her theory with the findings of her very thorough Matched Scientists Study involving 222 women and 224 men scientists. Having been trained from childhood to accept failure, women cannot or do not want to be what Znaniecki calls "creators of knowledge". Such a creator or innovator must be aggressive, competitive, must reject the status quo, must be able to "sell" the product of his creative mind. Even highly trained academic women do not often possess such qualities.

At the beginning of the century, woman had, in academe, played the role of social reformer, to the point that Calvin Coolidge could in 1920 call women's colleges "hotbeds of radicalism". Between the 1930's and the 1960's, the number of academic women proportionally declined, the conflict between academic aloofness and the desire to effect social change, quite characteristic for the women academics of the first decades of the century, had resolved itself in quietism and the 40's and 50's are characterized by a "headlong flight into maternity" (have we ever come a long way!). This flight, a certain lack of involvement, and the temporary withdrawal by women from the world of academe may well have been the result of discrimination (as stated by Budner and Meyer). It could also be that "the enormous preoccupation with status and prestige among academic men..." seems almost obsessive to many academic women and may well have induced a good number of them to get out of the academic race, or not to enter it.

The picture of the academic women that emerges from Bernard's book is that of "a very bright person so far as test-intelligence is concerned, but compliant rather than aggressive, from an above average social class background, and with a major interest in the humanities." That of a person also who performs an anomalous role and, by doing so, precipitates her male colleague into profound role

conflict. Academic women are less likely to be married than academic men. Now, according to Bernard, an academic man finds it easier to accept the academic woman who has a husband, i.e. who at least in part of her life performs a traditional role. "What" Bernard asks, "is the role definition of a man in relation to a professional woman who is not also a wife?" Also, "despite the greater verbal facility of women", women have been trained to listen to men rather than to speak. A violation of that role of listener is greatly resented and seems role-anomalous. Of course a woman may well be able to overcome her own role conflict, i.e. forget that whilst she is an academic she is also woman; for her male colleague this is much more difficult.

Although Bernard's book deals with the academic world of the past, it elucidates many of the complexities of that of the present. As a study of the sociology of academic women, it contributes to a better understanding of the sociology of academic women and men, as well as their relationships. It teaches us about ourselves and about our colleagues, be they men or women, and makes us gain new insights into the sometimes so bizarre academic world.

Margret Andersen

About our reviewers... Margret Andersen is chairman of the Department of Languages at the University of Guelph, and of the CAUT Committee on the Status of Women Academics... **Stephen F. Foster** is a member of the Education faculty at the University of British Columbia... **Richard D. French** is attached to the Privy Council Office in Ottawa... **Bernard C. Sheehan** is Director of the Office of Institutional Research at the University of Calgary.



Dalhousie University Dean of Graduate Studies

The five year statutory term of the Dean of Graduate Studies at Dalhousie University ends June 30, 1977. In accordance with University regulations, the President's advisory committee invites inquiries, applications and nominations for the position of Dean of the Faculty of Graduate Studies, the appointment to become effective on July 1st, 1977. All communications will be treated as confidential and should be sent to:

Dr. G.V. Goddard, Secretary
Search Committee for a Dean
Dalhousie University
Halifax, Nova Scotia, B3H 4J1

The closing date is October 31, 1976.

Vacancies

Poste vacants

ADMINISTRATION

CARLETON UNIVERSITY. Paterson Centre. Applications are invited for the position of Director of the Paterson Centre. The Centre's function is to coordinate international studies at Carleton. This is a senior appointment at the full professor level and candidates should have both academic and professional experience. The appointment date is July 1, 1977. Salary dependent upon qualifications and experience. Application should be made by September 15, 1976 to Professor D.R.F. Taylor, Chairman, Selection Committee, The Paterson Centre, Carleton University, Ottawa, Ontario, K1S 5B6.

UNIVERSITY OF GUELPH Personnel Department. ASSOCIATE DEAN - BIOLOGIST A staff position of Associate Dean responsible for academic counselling and associated affairs will be filled in 1977. There are 2,000 undergraduates and 150 graduate students registered in the 5 departments of the College. The University is on a three semester system and approaches steady state. Salary will be commensurate with qualifications and experience, but the successful candidate will be expected to have a doctorate and hold a faculty appointment at the University. The position will be filled when a suitable candidate is found. Apply: Professor K. Ronald, Dean, College of Biological Science, University of Guelph, Guelph, Ontario, Canada, N1G 2W1.

UNIVERSITY OF WATERLOO: School of Architecture Position of Director. Salary 1976-77 Minima Assistant Professor \$15,700. Associate Professor \$20,400. Professor \$26,700. Subject to AIB approval. Please send inquiries to Peter C. Brothier, Executive Assistant to the Dean, Office of the Dean, Faculty of Environmental Studies, University of Waterloo, Waterloo, Ontario. Date of Appointment July 1, 1977. Applications to be received before Nov. 15, 1976.

ACCOUNTING

UNIVERSITY OF WATERLOO: Accounting Department, Economics. Position of Assistant or Associate Professor of Accounting. Duties: Teaching undergraduate courses, and research. Ph.D. or M.B.A. with pertinent experience required. Salary (Subject to AIB approval) Assistant professor \$15,700. Associate Professor \$20,400. 1976-77 Salary Minima. Please send inquiries to A.R. Olsen Associate Chairman, Department of Economics, University of Waterloo, Waterloo, Ontario N2L 3G1. Effective date of appointment is immediate.

ADMINISTRATIVE STUDIES

YORK UNIVERSITY. Faculty of Administrative Studies. Positions open commencing July 1, 1977 in the following areas subject to budget approval. Accounting, Business Policy, Finance, Industrial Marketing, International Business, Organizational Behaviour, and Public Administration. Rank and salary are open. Successful candidates will be expected to be active in research and to teach in the Ph. D., Masters, and Undergraduate Programmes. Please submit curriculum vitae and references to W.B. Crowstone, Dean, Faculty of Administrative Studies, York University, 4700 Keele Street, Downsview, Ontario, M3J 2R6. Deadline for submission-when position is filled.

ANIMAL AND POULTRY SCIENCE

UNIVERSITY OF GUELPH. Department of Animal and Poultry Science. Assistant Professor. Applications are invited for the position of Assistant Professor with primary teaching responsibility for courses in horse production, reproduction, feeding and management. A significant amount of time will be given to extension work. Participation in on-going research with food producing animals is expected with possibility of initiating research in horses. Direct replies to: W.D. Morrison, Professor and Chairman, Department of Animal & Poultry Science, Ontario Agricultural College, University of Guelph, Guelph, Ontario Canada N1G 2W1. Closing date for applications is September 30, 1976.

UNIVERSITY OF GUELPH Department of Poultry Science. ASSISTANT PROFESSOR. Applications are invited for the position of Assistant Professor with primary teaching responsibility for courses in horse production, reproduction, feeding and management. A significant amount of time will be given to extension work. Participation in on-going research will food producing animals is expected with possibility of initiating research in horses. Direct replies to: W.D. Morrison, Professor and Chairman, Department of Animal & Poultry Science, Ontario.

ARCHITECTURE

MCGILL UNIVERSITY Architecture Department: Applications are invited for a full time position at the Assistant or Associate Professor level, effective September 1st, 1977, from persons interested in teaching architectural design. B.Arch., plus advanced degree or minimum of five years' work experience required. Salary commensurate with qualifications. Applications should be sent to D. Drummond, Director, School of Architecture, McGill University, Montreal, Quebec, H3C 3G1.

ASIAN STUDIES

UNIVERSITY OF BRITISH COLUMBIA. Department of Asian Studies. Applications are invited for a position as Instructor 11, to begin 1 July 1977. Applicants must be able to teach intermediate modern Chinese, and also some aspect of modern or pre-modern literature, or pre-modern history. Previous experience in language teaching is desirable and a Ph.D. (or near completion) is required. Salary is open to negotiation. Address applications to Dr. E.G. Pulleyblank, Professor of Chinese, University of British Columbia, Vancouver, B.C. V6T 1W5, before 1 December 1976.

BIOLOGY

MCMASTER UNIVERSITY. Department of Biology. Applications are invited for an ASSISTANT PROFESSORSHIP. Applicants should hold a Ph.D. and should have a special interest in animal development. The successful applicant will be expected to teach at undergraduate and graduate levels and to engage in research. Minimum salary for 1976-77 is \$15,500. Applications including a detailed curriculum vitae and the names of at least two referees should be sent by October 1, 1976 to Dr. D. Davidson, Department of Biology, McMaster University, 1280 Main Street West, Hamilton Ontario, Canada, L8S 4K1.

UNIVERSITY OF SASKATCHEWAN. Department of Biology. Requires: Invertebrate developmental biologist to teach comparative embryology and to develop and teach a class in invertebrate embryology. Will also be required to teach some elementary biology. Appointment at Assistant professor level. Ph.D. required. Appointment to take effect after December 31, 1976.

UNIVERSITY OF WINDSOR: Department of Biology. Post-Doctoral Fellow or Research Associate. Microbiologist and biochemist with interest in ultrastructure or cell regulation mechanisms for research on prokaryotic developmental system (myxobacteria and blue greens). Salary \$8,500 with possible teaching supplement. To apply send curriculum vitae, copies of reprints and names of three referees to: Dr. H.D. McCurdy, Head, Dept. of Biology, University of Windsor, Windsor, Ontario, N9B 3P4.

BUSINESS

MCMASTER UNIVERSITY. Department of Business. Academic Vacancy. Finance Area. Faculty of Business, McMaster University 1. Rank open in Finance. 2. Doctorate or dissertation in progress. 3. Research and teaching at the graduate and undergraduate levels with interests in managerial finance, securities and/or income taxation. 4. Open. 5. Dr. Stanley N. Laiken, Chairman, Finance Area, Faculty of Business, McMaster University, Hamilton, Ontario, L8S 4M4. 6. July 1, 1977 (January 1, 1977 possible). 7. When filled.

UNIVERSITY OF NEW BRUNSWICK. Business Administration: Applications are invited for undergraduate teaching positions as follows: Accounting, Finance, Marketing, organizational behaviour. Qualifications required are Ph.D. candidates or equivalent. Duties involved undergraduate teaching and research. The rank and salary are based on the candidates qualifications and experience. Appointments effective July 1, 1977. Direct all inquiries to Director, School of Administration, University of New Brunswick, Fredericton, New Brunswick E3B 5A3.

CHEMISTRY

UNIVERSITY OF GUELPH: Department of Chemistry. Applications are invited for a faculty position in the area of analytical chemistry. Salary and rank commensurate with qualifications and experience. Starting date September 1, 1977. Candidates must have a Ph.D. degree in chemistry and at least one year of Post-doctoral experience in analytical chemistry. Duties will include undergraduate and graduate teaching, supervision of graduate research, and independent research. Excellent opportunities for growth of analytical chemistry exist in the Guelph-Waterloo Centre for Graduate Work in Chemistry. Applicants should provide a complete curriculum vitae, a brief description of research interests, a research proposal, reprints of papers, a transcript of academic record if applying at a junior level, and the names of three referees to E.G. Janzen, Chairman, Department of Chemistry, University of Guelph, Ontario, Canada. Applications should be received in Guelph no later than January 1, 1977.

CIVIL ENGINEERING

MEMORIAL UNIVERSITY OF NEWFOUNDLAND: Civil Engineering: Position of Assistant Associate or Full Professor. Ph.D. and experience in Civil Engineering with competence and interest in the area of Structural Engineering required. Duties: Teaching both undergraduate and graduate courses in Analysis and Design with the opportunity for research in this area. Rank and salary negotiable.

Please contact Dr. R.T. Dempster, Dean of the Faculty of Engineering and Applied Science Memorial University of Newfoundland, St. John's Newfoundland, A1C 5S7, submitting curriculum vitae and the names of three referees. Position to be filled immediately. Applications accepted until position filled.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND: Civil Engineering: Position of Assistant, Associate or Full Professor. Requirements are Ph.D. and/or experience in Civil Engineering with competence and interest in the area of Construction Engineering/Management. Duties: Teaching both undergraduate and graduate courses in Construction Management with the opportunity for research in this area. Rank and salary negotiable. Please apply to Dr. R.T. Dempster, Dean of the Faculty of Engineering and Applied Science, Memorial University of Newfoundland, St. John's Newfoundland, A1C 5S7, submitting curriculum vitae and the names of three referees. Position available immediately. Applications accepted until position filled.

CLINICAL PHARMACY

UNIVERSITY OF SASKATCHEWAN. Clinical Pharmacy Faculty Position. Applications are invited for a faculty position in the Clinical Pharmacy area, probably at the Assistant Professor level. Candidates should possess a Pharm. D. or Ph. D with experience in clinical pharmacy practice. The successful applicant will be expected to participate in classes in clinical pharmacy and therapeutics, serve as a part-time clinical pharmacy practitioner in an institutional setting, and collaborate in the development of research activities in this area of specialization. The above position is available for the 1976-1977 academic year. Deadline for applications 30 September 1976. Interested candidates should forward a curriculum vitae, list of publications and names of three referees to: Dean B.R. Schnell, College of Pharmacy, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

COMMUNITY DEVELOPMENT

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Centre for the Development of Community Initiatives. The Centre for the Development of Community Initiatives is a recently established branch of Memorial University devoted to the general field of community service. Its operations are in three distinct areas: a Community Consultation Service an academic programme leading to a Bachelor of Arts with a major in Community and Development Studies; and a research function oriented to a study of community and regional problems in Newfoundland and Atlantic Canada. The Centre is now embarking upon an expansion of its functions within the University and the Newfoundland community. Applications and inquiries are invited from persons wishing to participate in the development and implementation of the Centre's programme. These new positions will involve a challenging range of activities, including undergraduate teaching, community research, programme development and community consultation. Applicants should have experience and interest in at least one of these areas: action research, appropriate technology, social policy analysis and evaluation, community development. Acceptable qualifications for the positions may be either academic or practical. Salary will be commensurate with qualifications and experience. Address applications and inquiries to: Director, Centre for the Development of Community Initiatives, Queen's College, Memorial University of Newfoundland, St. John's Newfoundland. Phone: (709) 753-1200 ext. 3540/41.

COMPUTER SCIENCE

MCGILL UNIVERSITY. School of Computer Science. Strong academic qualifications to lead established School. Salary commensurate with experience. Reply to: Dean G.W. Farnell, Faculty of Engineering, McGill University, P.O. Box 6070, Station A, Montreal, Quebec, H3C 3G1.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Mathematics, Statistics and Computer Service. Faculty position at the rank of Assistant or Associate Professor in Computer Science. Ph.D. in Computer Science required. Duties: Teaching at the undergraduate level, curriculum development and assisting in the development of a graduate program, departmental responsibilities and research. Appointment to be made as soon as possible. Salary negotiable. Send vitae and names of three references to: Professor W.J. Blundon, Head, Department of Mathematics, Statistics and Computer Science, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7, Canada.

CONSUMER STUDIES

UNIVERSITY OF GUELPH. Department of Consumer Studies. Assistant Professor (or as qualifications warrant). Ph.D. preferred in Social Science with a specialization in planning and urban development. Undergraduate and graduate teaching in housing and housing policy and research in an interdisciplinary Department of Consumer Studies. Salary negotiable. Applications should be directed to Dr. T.A. Watts, Acting Chairman, Department of Consumer Studies, University of Guelph, Guelph, Ontario, N1G 2W1. Appointment effective July 1, 1977. Applications accepted until filled.

CULTURAL AFFAIRS

UNIVERSITY OF GUELPH. Department of Cultural Affairs. **CONCERT MANAGEMENT 1.** Concert Manager in the Department of Cultural Affairs. 2. Preference given to persons with a degree in music and experience in promotion of the arts. Administrative ability is essential. 3. To plan and carry out a program of cultural activities on campus working in close cooperation with the Director of Music. 4. Starting salary \$13,000 - \$14,000. 5. Dr. Murdo MacKinnon, Director of Cultural Affairs, University of Guelph, Guelph, Ontario N1G 2W1. 6. October 1, 1976 or later. 7. When position filled.

CURRICULUM AND INSTRUCTION

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Curriculum & Instruction. Assistant Professor. The position involves developing a program in Native Education and teaching undergraduate courses in that area. Relevant experience desirable. Salary open. Dr. F. Riggs, Department of Curriculum & Instruction, Memorial University of Newfoundland, St. John's, Newfoundland. When position filled.

DAIRY AND FOOD SCIENCE

UNIVERSITY OF SASKATCHEWAN. Department of Dairy and Food Science. Applications are invited for the position of Assistant or Associate Professor in the field of Food Science. Position will be available by October 1, 1976 or as soon as filled, and duties will include teaching research and public service in Food Chemistry and Processing. A Ph.D. is preferred with salary and rank being dependant on qualifications and experience. Applicants must provide a full curriculum vitae and names of three references by October 1, 1976 to Dr. E.S. Humbert, Head, Department of Dairy and Food Science, University of Saskatchewan, Saskatoon, Saskatchewan S7N 0W0.

DENTISTRY

UNIVERSITY OF BRITISH COLUMBIA. Department of Dentistry. NOTICE OF

VACANCY. Applications are invited for the full-time position of Assistant Professor in the Department of Restorative Dentistry, University of British Columbia, Vancouver, Canada, to assist in the teaching of Paedodontics. Candidates should have completed and accredited postgraduate training programme in Paedodontics and be registrable as a dentist in the Province of British Columbia. Duties include present participation in the undergraduate teaching of paedodontics and potential involvement in a future postgraduate certification programme which the Department plans to offer. Salary and rank negotiable according to qualification and experience. One full day per week of extramural private practice permitted. Applications should be sent to: Dr. T.J. Harrop, Associate Professor and Head, Department of Restorative Dentistry, Faculty of Dentistry, University of British Columbia, 2075 Wesbrook Place, Vancouver, B.C., Canada V6T 1W5.

ECONOMICS

CARLETON UNIVERSITY. Department of Economics. Applications are invited for a senior appointment in Economics. Applicant must have the Ph.D. degree plus substantial scholarly achievement. Position involves undergraduate and graduate teaching and research. Salary competitive. Date of appointment 1 July 1977. Closing date for applications 1 November 1976. Applications with vitae and the names of three referees should be addressed to Dr. N.H. Lithwick, Chairman, Department of Economics, Carleton University, Ottawa, Canada K1S 5B6.

UNIVERSITY OF WATERLOO. Department of Economics: Position of Full Professor. Must have solid publication record, Research on Canadian Problems an Asset. Duties: Teaching and research. Salary competitive. Please apply to Dr. Robert R. Kerton, Chairmen, Department of Economics University of Waterloo, Waterloo, Ontario. Starting date is negotiable. Appointment is contingent upon final budget approval.

ELECTRICAL ENGINEERING

MCGILL UNIVERSITY. Department of Electrical Engineering. The department will appoint two new Faculty members in 1976. Interested candidates with at least five years' experience in Digital Communications are invited to apply for a senior appointment in Communications. An appointment will also be made at junior level in the area of Digital Systems and Software Engineering. Applications, including names of three referees, should be sent to: P. Silvester, Chairman, Department of Electrical Engineering, McGill University, P.O. Box 6070, Station "A", Montreal, Quebec, H3C 3G1, Canada.

ELECTRONICS

CARLETON UNIVERSITY. Department of Electronics. The Department of Electronics at Carleton University has an opening at the Assistant Professor level for a faculty member to conduct undergraduate and graduate teaching and research in the areas of digital and analogue circuit electronics. Experience in the design and industrial applications of integrated circuits is an important consideration. The candidate should possess a Ph.D. in Electrical Engineering. The appointment will become effective Fall 1976; closing date for applications will be September 15, 1976. Applicants should submit curriculum vitae and letters of reference to the Chairman, Department of Electronics, Carleton University, Ottawa, Ontario, K1S 5B6.

ENGLISH

ACADIA UNIVERSITY. Department of English. Head of Department. Applications are invited for the position of Head of English, with the rank of Professor and immediate tenure. Candidates should have a doctorate, a strong background in teaching and production scholarship, and preferably administrative experience. Salary will be fully competitive. Applicants should send a complete curriculum vitae and the names of three referees to Dr. G.D. Killam, Dean of Arts, Acadia University, Wolfville, N.S. B0P 1X0.

UNIVERSITY OF SASKATCHEWAN. Department of English. Invites applications for an assistant professorship (probationary). Applicant must have Ph.D. or equivalent with specialization in Canadian Literature. Salary range for 1975-76 begins at \$14,863 and will be higher for 1976-77. Removal allowance, \$1,500. Apply to H. Berry, Chairman, Department of English, University of Saskatchewan, Saskatoon, Saskatchewan.

ENVIRONMENTAL BIOLOGY

UNIVERSITY OF GUELPH. Department of Environmental Biology. The Department of Environmental Biology, University of Guelph has an opening for a faculty member effective September 1, the position will include the following responsibilities:

TEACHING - The incumbent will be expected to offer, initially, two courses at the undergraduate level: 1. **Insects in Relation to Wildlife** - a course offered to students in the Fisheries and Wildlife area that presents an overview of the classification, biology and ecology of insects, with emphasis on those groups important to fish and wildlife as food or as pests. Enrolment approximately 75. 2. **Medical Entomology** - A course in medical and veterinary entomology. Enrolment approximately 15. **Research** - To develop and maintain a research program on biting flies, with emphasis on livestock pests and their control. **Extension.** The incumbent will be expected to maintain a good rapport with the livestock industry and to prepare extension publications on livestock pests and recommendations for their control. **Qualifications** - A Ph.D. degree, with a strong background in basic entomology, a desire to teach and an interest in applied research. Send resume to Professor F.L. McEwen, Chairman, Department of Environmental Biology, University of Guelph, Guelph, Ontario N1G 2W1.

FRENCH

QUEEN'S UNIVERSITY. Department of French. Temporary two-year position at the lecturer or assistant-professor level, to begin August or September 1st. Ph.D. preferred specialization in applied linguistics, language teaching, and/or Québec civilization and literature. To teach one junior undergraduate language, civilization and literature course and half at the senior undergraduate level. Experience in teaching French as a second language an asset. 1976-77 Minimum: Assistant-Professor \$15,375. Permanent position may be vacant in September 1978. M. Vernet, Acting Head, Department of French, Queen's University, Kingston, Ontario.

GEOLOGICAL SCIENCES

UNIVERSITY OF SASKATCHEWAN. Department of Geological Sciences. The Department of Geological Sciences, University of Saskatchewan, Saskatoon, has a faculty vacancy, with rank of appointment, salary, and effective date of appointment negotiable. Applicants should have a basic degree in geology or preferably geological engineering and a Ph.D. or equivalent in an appropriate field. Applicants should have an interest in developing the geological engineering program of the department and should be prepared to maintain an active research program. Send applications: Professor W.G.E. Caldwell, Head, Department of Geological Sciences, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada.

HISTORY

CARLETON UNIVERSITY. Department of History. Senior Position - Canadian History - Professor or Associate Professor. **Qualifications:** Specialist in late 19th and 20th century Canadian history. Substantial publication and graduate teaching experience. **Duties:** Graduate Seminar and graduate supervision plus some teaching at the undergraduate level. **Salary:** According to qualifications and experience. **Current Floor for Full Professor - Floor for Associate Professor.** Applications to: Dr. Peter J. King, Chairman, History Department, Carleton University, Colonel By Drive, Ottawa, Ontario, K1S 5B6. Duties Commencing

ce: July 1978 or possibly July 1977. Closing Date: When filled.

UNIVERSITY OF MONTREAL. Department of History. **URGENT AND OPEN UNTIL FILLED BY AN APPROPRIATE CANDIDATE.** 1. Looking for an assistant or associate professor in American History. 2. Salary and rank dependent upon qualifications and teaching experience. Range \$16,845 - 20,365 (assistant professor) \$22,800 - 26,040 (associate professor) 3. Preference will be given to specialists in late nineteenth and twentieth centuries, but all applications will be considered. 4. Language requirement: **MUST BE ABLE TO TEACH IN FRENCH.** 5. Apply immediately to: Le Directeur, Département d'histoire, Université de Montréal, Case postale 6128, Succursale "A", Montréal, Québec, H3C 3J7.

LAW

UNIVERSITY OF VICTORIA. Faculty of Law. Applications are invited for full-time positions in the Faculty of Law. Applicants should have graduate law training, law teaching experience or experience in the practice of law, government service or research. Duties will include teaching, research, and development of the curriculum in the newly established program of legal education. Appointment date is July 1st, 1977, with rank and salary negotiable according to qualifications. Closing date September 30th, 1976 or when positions filled. Applications should be sent to Dean F. Murray Fraser, Faculty of Law, University of Victoria, P.O. Box 2400, Victoria, B.C., V8W 2T2.

LIBRARY SCIENCE

ALGOMA UNIVERSITY COLLEGE. Chief Librarian: to manage affairs of a new library with a full-time staff of eleven and a 1976-77 operating budget approaching a quarter of a million dollars. The successful candidate will have proven managerial skills and the ability to work successfully with College trustees, professors, students, as well as library staff. Algoma University College is a public three year liberal arts college offering degree-level programmes in affiliation with Laurentian University in Sudbury. Salary is negotiable and will be commensurate with qualifications and experience. Candidates should hold a recognized Canadian library qualification from an accredited library school. Applications will be accepted up to October 15, 1976, with duties to commence before the year's end. Send applications with resume, an indication of salary range expected and names of three referees to Dr. D. Watkins, Principal, Algoma University College, Shingwauk Hall, Sault Ste Marie, Ontario, P6A 2G4.

MATHEMATICS

UNIVERSITY OF GUELPH. Department of Mathematics and Statistics: Biostatistician. Applications are invited for a temporary position in Biostatistics. Qualifications required are Ph.D. in Biostatistics or a Ph.D. in Statistics with experience in Biostatistics. Salary and rank are dependent upon qualifications and experience. Duties commence 1 September 1977. Applications from persons who will be on leave are welcome. Resume and the names of three references should be made, preferable before 1 January 1977, to R.G. Buschman, Chairman, Department of Mathematics and Statistics, University of Guelph, Guelph, Ontario, N1G 2W1.

UNIVERSITY OF MANITOBA. Department of Applied Mathematics. Post-Doctoral Fellowship is available immediately in the area of Numerical integration of Ordinary Differential Equations or Computations in Linear Algebra. Salary and terms are according to N.R.C. recommendations. Applications should be sent to Dr. Riaz A. Usmani, and should include curriculum vitae and the names of up to three persons who are acquainted with the applicant's research and willing to write in support.

UNIVERSITY OF TORONTO. Department of Mathematics. Professor or Associate Professor in Mathematics, with high record of scholarly achievement in pure or applied mathematics. Appointment to commence in 1977. Starting date and salary negotiable. Applications should be addressed to Chairman, Department of Mathematics, University of Toronto, Toronto, Ontario M5S 1A1 Canada.

UNIVERSITY OF VICTORIA. Department of Mathematics. wishes to appoint at the Professor level a mathematician with an established record of scholarly achievement in the uses of modern mathematics in applied problems. Preference will be given to candidates who have demonstrated an interest and ability to interact mathematically with others and who can demonstrate competence in teaching mathematics. Applicants should send resumes of their education and professional history, together with the names of six referees to the Head, Department of Mathematics, University of Victoria, Victoria, B.C. Canada V8W 2Y2. Closing date for applications, is December 15, 1976.

UNIVERSITY OF WESTERN ONTARIO. Department of Applied Mathematics. PROFESSOR AND CHAIRMAN. The candidate should be an established scholar with demonstrated ability in teaching and research in Applied Mathematics. Salary will be negotiable. Applications, together with the names of three referees, should be sent to: Dr. A.E. Scott Dean, Faculty of Science, The University of Western Ontario, London, Ontario N6A 5B7.

MECHANICAL ENGINEERING

CARLETON UNIVERSITY. Department of Mechanical and Aeronautical Engineering. Applications are invited for a position at the Assistant Professor level. Applicants should have a background in Heat Transfer and an interest in Energy Conservation and Utilization. Responsibilities include teaching at both undergraduate and graduate level and research in one of the above areas. Applications with curriculum vitae should be forwarded to Dr. H.I.H. Saravanamuttoo, Chairman, Department of Mechanical and Aeronautical Engineering, Carleton University, Ottawa, Ontario K1S 5B6.

MCGILL UNIVERSITY. Mechanical Engineering Professor and Chairman of the Department. Demonstrated leadership abilities preferably with industrial experience and an interest in heat transfer. Salary dependent on qualifications. Send curriculum vitae to: Dean G.W. Farnell, Faculty of Engineering, McGill University, P.O. Box 6070, Station A, Montreal, Quebec, H3C 3G1.

MCMASTER UNIVERSITY. Department of Mechanical Engineering. The Department of Mechanical Engineering, McMaster University, has an opening for an Assistant Professor in the area of mechanics. This is a contractual appointment initially for one year, beginning not later than September 1976. A Ph. D. is required and a background in the use of finite element technique. The applicant will be involved in research work in this area currently in progress, as well as teaching undergraduate courses. Send a resume and the names of three references to: Professor J.N. Siddall, Chairman, Department of Mechanical Engineering, McMaster University, Hamilton, Ontario, L8S 4L7.

MCMASTER UNIVERSITY. Department of Mechanical Engineering. Post doctoral Fellow or Research Engineer in Mechanical Engineering. Applications are invited for the above named position in the Department of Mechanical Engineering. Applicants should have experience in the development of analytical solutions to problems in one of the following areas: i) Large strain finite element methods applied to metal forming operations; ii) Fracture and failure mechanisms; iii) Dynamic analysis of turbine blades. The appointment will be made for a twelve month period, with the option of extending this to a second year. It is anticipated that a PDF will devote all of his/her time to the research project while the Research Engineer will take on additional responsibilities such as supervising and scheduling some of the research activities within the Failure Analysis Laboratory. Applications or enquiries should be addressed to: Dr. M.A. Dokainish, Department of Mechanical Engineering, McMaster University, HAMILTON, Ontario, Canada. L8S 4L7.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND: Mechanical Engineering: Position of Assistant, Associate or Full Professor. Requirements are Ph.D. and/or experience in mechanical engineering with primary emphasis in mechanical design. Duties: Teaching at both undergraduate and graduate level. Many opportunities exist for research and/or the application of design principles to benefit local industry and the community. Salary and rank negotiable. Apply to Dr. R.T. Dempster, Dean of the Faculty of Engineering and Applied Science, Memorial University of Newfoundland St. John's Newfoundland, A1C 5S7, submitting curriculum vitae and the names of three referees. Position open immediately. Applications accepted until position filled.

UNIVERSITY OF WATERLOO: Mechanical Engineering: Position of Assistant Professor. Ph.D. or equivalent with an engineering background and research interests in environmental fluid mechanics, i.e. air pollution, air-water interaction and large-scale atmospheric motions required. Duties: Teach undergraduates and graduate courses in fluid mechanics, research and graduate supervision in environmental fluid mechanics. Salary 1976-77 Minima. Subject to AIB approval. Assistant Professor \$15,700. Please send inquiries to Dr. D.J. Burns, Professor and Chairman, Department of Mechanical Engineering, University of Waterloo, Waterloo, Ontario. Appointment is contingent upon final budget approval. Applications before September 30 or as soon as possible thereafter. Appointment date January 1, 1977.

MEDICINE

UNIVERSITY OF MANITOBA. Department of Medicine. Seeks a Head of the Section of Neurology. This position requires a high degree of scientific knowledge and leadership. The applicants will be a clinician-scientist with clinical training in Neurology and demonstrated achievement in research and administration. Please direct inquiries to Dr. R.M. Cherniak, Professor and Chairman, Department of Medicine, C-4, Health Sciences Centre, 700 William Avenue, Winnipeg, Manitoba.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Medicine. FACULTY OPENING. Opening for Clinical Nutritionist now available at level of Professor, Associate Professor, or Assistant Professor at Canada's newest Medical School. Excellent teaching and research opportunities. Send curriculum vitae and three references to Professor Carl J. Pfeiffer, Faculty of Medicine, Memorial University of Newfoundland, St. John's Newfoundland, Canada A1C 5S7.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Membrane Biophysics: Applications are invited for the position of assistant or associate professor in the Faculty of Medicine, Division of Basic Sciences, from persons with commitments to teaching and research in excitation transport synaptic events or related fields. An independent research program is essential. Collaboration with others in the faculty of medicine is encouraged. Our neurobiology group currently includes faculty from anatomy, biochemistry membrane biophysics, pharmacology physiology and clinical investigators. Excellent marine research facilities are also available. Teaching responsibilities will include the biophysics of nerve and muscle to first year medical students. Curriculum vitae and names of three referees should be forwarded no later than 15 October 1976, to Biophysics Selection Committee C/O Dr. James Orr Associate Dean, Basic Medical Sciences, Faculty of Medicine, Memorial University of Newfoundland, St. John's Newfoundland, A2C 5S7 Canada.

MICROBIOLOGY

UNIVERSITY OF GUELPH. Department of Microbiology. Applications are invited for an assistant or associate professor in general microbiology. The successful applicant should have a Ph.D. degree, preferably

with post-doctoral experience and will be expected to teach at the undergraduate level, eventually in pathogenic and systematic microbiology. The applicant also will be expected to carry out individual research, preferably in the area of microbial diseases of fish. Appointment available in January 1977. Closing date for application is December 31, 1976. An application, including curriculum vitae and the names of 3 referees should be submitted to Dr. D.C. Jordan, Chairman, Department of Microbiology, College of Biological Science, University of Guelph, Guelph, Ontario, N1G 2W1.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND: Microbiology: Application are invited for a faculty position in Microbiology (rank open) in The Basic Sciences Division, Faculty of Medicine, Memorial University of Newfoundland, Starting January 1, 1977. The new Health Sciences Centre, consisting of modern research, teaching and hospital facilities, will serve as the base for those individuals with a Ph.D. or M.D. post doctoral experience and research interests in the areas of microbial physiology, biochemistry or molecular biology. Responsibilities will include the development of an active research program, participation in the teaching of undergraduate medical students and supervision of graduate students. Applications accepted until September 30, 1976 should include a curriculum vitae, list of publications and the names of three references and be sent to: Dr. R.B. Middleton, Chairman, Microbiology Search Committee, Faculty of Medicine Memorial University of Newfoundland, St. John's Newfoundland, Canada, A1C 5S7.

MUSIC

UNIVERSITY OF VICTORIA. Position in Musicology. Rank open. Ph.D. specialist in 19th and/or 20th century music required. Stature as scholar, significant publications and university teaching experience at both graduate and undergraduate levels are assumed. Performance abilities highly desirable. Duties: Graduate and undergraduate courses and seminars. Salary to commensurate with reputation and experience. Appointment date is July 1, 1977, duties begin September 1, 1977. Closing date when position is filled. Curriculum vitae and/or full placement dossier invited with first letter. Apply to: Professor Philip T. Young, Chairmen, Department of Music, University of Victoria, Victoria, B.C. Canada. V8W 2Y2.

PHARMACEUTICAL SCIENCES

THE UNIVERSITY OF BRITISH COLUMBIA. Pharmaceutical Sciences: Applications for Assistant or Associate Professor are invited. Requirements are Ph.D. in Pharmaceutical Chemistry (Analytical) or in Analytical Chemistry. Experience in quality control in industry or government is desirable. Duties are teaching quality control and testing of pharmaceuticals to undergraduate and graduate students. Research in this field. Salary is subject to qualifications and negotiation. Please apply to Dean B.E. Riedel, Faculty of Pharmaceutical Sciences University of British Columbia, Vancouver B.C. V6T 1W5. Position to be filled as soon as possible. Closing date of Applications is November 30, 1976.

PHYSICS

UNIVERSITY OF BRITISH COLUMBIA. Department of Physics. Assistant Professorship. Experimental or theoretical Physics. Applications are invited for a position which is expected to be available July 1, 1977 in one of the following fields. Experimental Physics: intermediate Energy Nuclear Physics, Laboratory Astrophysics, Modern Optics, Theoretical Physics: Elementary Particles Solid State, Molecular Physics. Salary depends on qualifications. The closing date for applications is October 1, 1976. All correspondence should be addressed to:

Professor Luis de Sabrino, Chairman, Appointments Committee, Department of Physics, University of British Columbia, 2075 Westbrook Place, Vancouver, British Columbia, Canada, V6T 1W5.

ROYAL MILITARY COLLEGE. Department of Physics. Applications are invited for one position in physics. Rank and salary will be in accordance with qualifications. Ph.D. is required and experience in solid state physics particularly acoustic methods of non-destructive testing is desirable. Applicants should write, including curriculum vitae, to Dr. D.C. Baird, Head, Department of Physics, Royal Military College, Kingston, Ontario.

PHYSIOLOGY

MCGILL UNIVERSITY. Department of Physiology. Cell Membrane Biologist. Applications for an appointment at the rank of Assistant Professor are invited from individuals with post-doctoral experience in the study of cell-surface receptors at the molecular level. Duties include teaching receptor mechanisms to Honours Physiology, Immunology, and Neurophysiology students. Send applications with curriculum vitae and names of three referees to: Dr. J. Milic-Emili, Chairman, Department of Physiology, McGill University, 3655 Drummond Street, Montreal, Canada H3G 1Y6.

PUBLIC ADMINISTRATION

UNIVERSITY OF VICTORIA. School of Public of Administration. SENIOR APPOINTMENT IN PUBLIC ADMINISTRATION, JULY 1977. The School of Public Administration at the University of Victoria expects to appoint a senior faculty members effective July 1st, 1977. The candidate will be expected to have had significant practitioner and teaching experience and to have demonstrated a professional interest in the application of economic analysis to contemporary Canadian problems in the public sector. Qualified persons are invited to send their curricula vitae to Dr. J.M. Dewey, Dean of Academic Affairs, University of Victoria, Victoria, B.C. V8W 2Y2.

REHABILITATION MEDICINE

UNIVERSITY OF ALBERTA. Rehabilitation Medicine: Enquiries are invited from persons with an interest and background in biomechanics for a full-time continuing position in the Department of Physical Therapy. A graduate qualification in physical therapy, physical education, or bio-medical engineering with special stress on the analysis of movement is essential. The Duties: to assist in the teaching of principles of movement, and to develop undergraduate and graduate level courses in the application of biomechanical principles in physical rehabilitation. The possibility exists for a cross appointment with other departments in the University. A demonstrated research commitment in the area is essential. The position will be available from July 1st, 1977. Salary and rank are open: The expected salary scales for 1976-77 (subject to AIB approval) as Assistant Professor \$16,588 - 21,543. Associate Professor \$21,545 - 28,356. Any interested persons should contact Barrie Pickles, Chairman Department of Physical Therapy, Faculty of Rehabilitation Medicine, University of Alberta, Edmonton, Alberta, Canada, for further information. Applicants should include a complete curriculum vitae and the names of three references.

SCIENCE

MEMORIAL UNIVERSITY OF NEWFOUNDLAND: Science Department: Applications are invited for the post of Head of the Biochemistry Department. Duties involve the administration of a department of twelve faculty members offering B.Sc. Degrees in Biochemistry and in Nutrition, and M.Sc. and Ph.D. degrees in Biochemistry. In addition, the Head will be expected to engage in teaching and re-

search. Apply to the Dean of Science, Memorial University of Newfoundland, St. John's, Newfoundland, A1C 5S7 Canada.

SLAVIC STUDIES

UNIVERSITY OF MANITOBA. Department of Slavic Studies. Applications and nominations are invited for the position of Head of the Department of Slavic Studies, University of Manitoba, upon the retirement of Prof. J.B. Rudnykyj. The five-member Department offers undergraduate programs in Russian, Ukrainian and Polish, and M.A. work in Russian and Ukrainian languages and literatures and Slavic Philology. Applicants should have a good knowledge of preferably at least three Slavic languages, Ph.D. and publications, active research interests and a strong commitment to teaching. Rank and salary are negotiable. The appointee will take up his/her duties on July 1, 1977. Applications, including curriculum vitae, list of publications, and names and addresses of three referees, should be sent to F.G. Stambrook, Chairman, Slavic Studies Headship Selection Committee, Faculty of Arts, University of Manitoba, Winnipeg, Manitoba, R3T 2N2, and must be received by November 1, 1976.

SOCIAL SCIENCE

CARLETON UNIVERSITY. Social Sciences. Academic positions in the Social Sciences. Applications are invited for potential positions in the following departments and schools: Political Science, Sociology, Anthropology, Psychology, Economics, School of Commerce, School of Social Work, School of Public Administration, Law. Apply to the relevant department chairman or school director. Rank, salary and terms of initial appointment dependent on requirements and qualifications. All positions contingent on budgetary provision. Effective date of appointment July 1, 1977.

YORK UNIVERSITY. Division of Social Science and Graduate Programme in Social and Political Thought. Senior appointment beginning July 1, 1977. Applications are invited by established scholars for an appointment in these interdisciplinary programs, the position calls for teaching at both the undergraduate and the graduate levels. Specialization in one of the following areas will be given priority: Modern European social and or economic history; Political economy; Modern social and political thought; Women's studies; Art and society. Salary and rank of initial appointment will depend on qualifications. Please address all inquiries and applications to Stephen Hellman, Search Committee, Graduate Programme in Social and Political Thought, Vanier College, York University, Downsview, Ontario M3J 1P3.

UNIVERSITY YORK: Division des sciences sociales et études supérieures portant sur la pensée sociale et politique. Poste de rang supérieur commençant le 1er juillet 1977. Les universitaires établis sont invités à demander un poste connexe à ces études interdisciplinaires. Le titulaire enseignera à l'échelon prédiplômé et supérieur. La priorité sera accordée aux candidats spécialisés dans un des domaines suivants: Histoire sociale et (ou) économique de l'Europe moderne; Économie politique; Pensée sociale et politique moderne; Études féminines; Art et société. Le salaire et le rang du poste initial dépendront des titres et qualités. Prière d'adresser toutes demandes et candidatures à M. Stephen Hellman, Search Committee, Graduate Programme in Social and Political Thought, College Vanier, Université York, Downsview (Ontario) M3J 1P3.

SOCIAL WORK

CARLETON UNIVERSITY. School of Social Work. Applications are invited for a faculty position in our Master's program beginning July 1, 1977. Candidates should be involved in critical analysis of current welfare policies and programs and be interest-

ed in developing new models of practice. Duties include, teaching, research field practice, consultation, and research consultation. Candidates should have experience in social work and in teaching and have a background in research and publications. Doctorate preferred. Inquiries should be sent to: The Director, Carleton University, School of Social Work, Colonel By Drive, OTTAWA, Ontario. K1S 5B6.

SOIL SCIENCE

UNIVERSITY OF ALBERTA FACULTY OF AGRICULTURE AND FORESTRY. Department of Soil Science. Applications are invited for a position in the Department of Soil Science, University of Alberta, at the Assistant Professor level. Duties to commence July 1, 1977. Duties will include research, teaching and extension in the fields of remote sensing and applied soil and land classification. The applicant may also be expected to assist with the teaching of introductory courses. Details are available on request. A Ph.D. is required and additional experience is preferred. Particulars regarding appointments, removal allowances, salary schedule, academic benefits, pension plans, etc. are also available on request. Applications providing details of qualifications and experience, list of publications, personal information and the names of three referees, should be sent to: The Chairman, Department of Soil Science, 240 Agriculture Building, The University of Alberta, EDMONTON, Alberta, Canada. T6G 2E1. Closing Date: 30 November, 1976.

UNIVERSITY OF BRITISH COLUMBIA. Department of Soil Science. Applications are being accepted for the position of assistant professor of Soil Science A Ph.D. in Soil Science with specialization in Soil Biology and Systems Analysis are required.

Duties are to assist in the teaching of several Soil Science courses and offering a one term undergraduate course in Soil Biology. Development of a teaching and research program to the extent of limited space and facilities available. Salary to commensurate with qualifications and experience. Closing date of applications is when the position is filled. Send inquiries to Dr. C.A. Rowles, Chairman, Department of Soil Science, University of British Columbia, Vancouver, B.C. Canada V6T 1W5 including curriculum vitae and three letters of reference.

SYSTEMS ENGINEERING

CARLETON UNIVERSITY. Department of Systems Engineering and Computing Science. The Department of Systems Engineering and Computing Science has a position available for 1976-77 at the Assistant Professor level. The requirement is for teaching at the undergraduate and graduate levels in Systems Engineering and Computing Science. Preference will be given to applicants with a degree in Engineering, with expertise in communications and si-

gnal processing, computer communications and data base systems, computer systems engineering, or modelling, simulation, or operations research. The appointment will be on a term basis. Inquiries should be directed to the Chairman, Department of Systems Engineering and Computing Science, Carleton University, Ottawa, Canada. K1S 5B6.

VETERINARY SCIENCE

UNIVERSITY OF GUELPH - ONTARIO VETERINARY COLLEGE. Department of Veterinary Microbiology and Immunology. Position: Assistant Professor. Duties include: Supervise diagnostic bacteriology laboratory for the Ontario Veterinary College; course in clinical bacteriology, with opportunities for research in the areas of bacterial infectious diseases. Applicants should have a D.V.M. and graduate training, with experience in clinical bacteriology. A contract position. Enquiries regarding this position can be directed to Dr. D.A. Barnum, Chairman, Veterinary Microbiology and Immunology, Ontario Veterinary College, University of Guelph, Guelph, Ontario, N1G 2W1. Position available from July 1, 1976.

PERSONAL ADS

FACULTY EXCHANGE CENTER. Founded and administered by faculty members, helps to arrange exchanges of college and university faculty within North America and overseas where the language of instruction is English. For information write to Faculty Exchange Center, Franklin and Marshall College, P.O. Box 1091, Lancaster, Pa., 17604. U.S.A.



Carleton University Dean Faculty of Social Sciences

Carleton University invites applications and nominations for the position of Dean of the Faculty of Social Sciences. The appointment will be effective July 1, 1977, and is for a term of six years, renewable for an additional three years.

The Dean is responsible for giving academic leadership to, and administering eight departments and 190 full-time faculty members.

The University wishes to receive names of candidates with administrative experience who have established reputations appropriate to the fields of social sciences.

Applications or nominations will be treated with confidence and should be sent by October 31, 1976 to:

The Secretary
Search Committee for the
Dean of the Faculty of
Social Sciences
Room 607
Administration Building
Carleton University
Ottawa, Ontario
K1S 5B6

Commentary

Government policies devastating to university research

H.E. Gunning

In my view, and in the view of thousands of others who care about the future of this country, our federal government will stand accused before the tribunal of history as that government which contributed to a major degree to making this country economically and intellectually subservient to other more progressive nations.

Whether we are dealing with medicine, agriculture, business, or the management of our natural resources, there is not time in our history when we needed, more actually, science-based solutions to our national and regional problems. And to meet this obvious national need, what response do we get from Ottawa? We get a response which clearly indicates that those in power there have isolated themselves from the real needs of Canadian society. There could be no other reason for policies which have resulted in drastic cutbacks in the support of research in all areas in this nation.

These retrograde federal policies are seriously impairing our capability to stand on our own feet as a nation, and, in addition, we are being pushed still further along the road toward that total branch-plant economy so abhorrent to Canadians.

Over the eleven decades that Canada has existed as a nation, it has had an extremely poor record for supporting invention, innovative research, and development. In the main we have let other nations do the research and take the risk, while we tried to reap the benefits, all the while complaining about our progressive loss of national sovereignty.

What we have that is good in Canadian science can be traced to the very sound policies laid down by Canada's greatest scientist-statesman, the late Dr. E.W.R. Steacie. In the late forties and early fifties, Dr. Steacie, as Vice-President and later President of the National Research Council, was a leader in formulating policies which were to provide a base for the development of Canadian science. Dr. Steacie began by surrounding himself at the National Research Council with a group of first-rate scientists who represented the highest standards of this demanding profession. Working with Dr. Steacie, this core of scientists became the referees in determining how research grants would be awarded to individual scientists in the universities. They set the critically important policy that the magnitude of research support to any academic scientist would be determined by his or her scientific stature and by no other consideration. As a result, the best scientists in the academic community rallied round the National Research Council and gave it their full support. For

the first time in Canada's history, academic science began to move toward some measure of international stature.

With federal research support based on academic excellence, universities and other research institutions responded magnificently by attracting outstanding scholars, building up research teams at the forefront level in many fields, and in general, laying the intellectual foundation from which could arise Canadian solutions to Canadian problems.

The present Ottawa government has reversed this enlightened direction in research support, and one gets the impression that before this national travail is over the gargantuan efforts that have been expended by so many of our scientists to build up a major research capability in Canada may have been all for naught.

Since 1969 academic research in science and engineering has suffered a steeply descending decline in federal support, so that today it now stands at about 60 percent of its 1969 level expressed as a fraction of GNP.

There has also been a disheartening drop since 1969 in the federal support of medical research in this country, with the result that present levels are no more than 75 percent of what they were in 1969.

Describing current government policy with respect to the support of university research, Dr. W.B. Lewis, the President of the Royal Society of Canada, concludes that the government's objective would appear to be "gradual extinction" of such activities in our universities.

The impact of current federal policies on forefront research in the universities has been little short of devastating. The malignancy permeates every aspect of our research efforts.

Let me deal first with the field which concerns us all, regardless of our prejudices and our specialized interests. I refer, of course, to medical or health research, where federal support is now less than 80 percent of what it was in 1969 when evaluated as a fraction of the GNP.

In general, research on major problems in the field of medicine tends to proceed at two levels, both requiring very highly specialized research teams. There will be a fundamental research group investigating the problems at the cellular, or even at the molecular, level, while a clinical research group takes the findings, modifies them, and attempts to adapt them at the patient care level. Such two-tier research teams must be led by highly creative medical scientists, and the vast amount of experimental work required

must be performed by very specialized technicians who require years to train to their peak performance level. The best teams are integrated, interdependent structures where the individual group members are not easily lost without markedly affecting the efficiency of the entire group. These deeply dedicated workers have been responsible for much of the medical progress which has been made in recent years. One obvious result has been that our lives are much richer and much more enjoyable compared to those of our forefathers.

Now, when a group of bureaucrats in Ottawa sit around a table and decide that they will lop off so many millions of dollars for the support of medical research, they seldom have any real understanding of the long-term havoc that they are wreaking on these carefully developed research groups. Thus, when funding is reduced, some members of the team must be dropped. Since this retrenchment is a national problem, those released from the team cannot utilize their skills elsewhere and, in general, they must seek new opportunities which permanently remove them from this type of research. Furthermore, such cutbacks in support prevent young scientists from entering these fields of research, and the vitality of these programs is thus impaired for years to come.

It is all very much like a group of generals sitting at a table deciding that a certain distant city should be bombed. As a result, a squadron of stratospheric bombers is despatched, armed with computer-controlled bombsights. From their comfortably safe perches in the sky, all that the bomber crews can see are little puffs of smoke as the bombs explode in the city below. They are suffused with that comforting feeling of a job well done—the mission has been accomplished. They will probably never know that one of those pretty white puffs of smoke was an orphanage, or a hospital; or a school. This is what happens when we do not have to live with the consequences of our own actions.

In medicine, a research career is nowhere near as attractive, financially speaking, as the practice of medicine. This becomes especially true when the support of medical research declines. As a result, the sources of new ideas which have constantly revitalized Canadian medicine in the past begin to dry up. Medical students with a strong research orientation and with interest in advanced specialties will go to other countries to complete their training, and, in general,

Cont'd on p. 27